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ABSTRACT

To strengthen private elementary and secondary schools' recruitment and education of international students, this handbook offers guidelines for solving potential problems involved in recruiting, admitting, teaching, and providing services for international students. Its first chapter defines international students as those whose cultural experiences differ markedly from those of traditional American students. Also discussed is the school's responsibility to analyze its reasons for wanting international students and to prepare itself for change in order to meet these students' needs. Chapter two reviews problems in admission policies and procedures as well as questions about graduation requirements, credentials evaluation, and English language proficiency. In chapter three the authors provide tips on recruiting international students through overseas contacts or trips abroad. Curriculum changes and student support services are covered next, including staff and student orientation, advising and counseling of international students, academic program changes, discipline, medical services, food, and billing and other business concerns. Chapter five examines college placement responsibilities, such as academic planning, testing, and financial aid application. The final chapter discusses immigration law and procedures and the obligations of schools and students. Seventeen appendices present checklists, directories, bibliographies, and other resources. (RW)

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INTERNATIONAL
STUDENTS IN THE
INDEPENDENT
SCHOOL... a handbook

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Committee on Boarding Schools
National Association of Independent Schools
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PREFACE

This handbook provides the opportunity for day and boarding schools to strengthen enrollment and prepare students for a world that demands international communication and understanding. Its publication emanates from the Committee on Boarding Schools' interest in enlarging the international applicant pool. The committee appointed the Task Force on International Students, which decided that larger educational issues could also be addressed.

The Committee on Boarding Schools' interest in publishing this handbook originated in the fall of 1976 when the Committee began investigating the potential of international markets for student recruitment. The committee's program, Boarding Schools, had developed programs to broaden international awareness of the independent school and decided to complement their efforts by forming a task force to create this document. Committee chairman John L. Tyrer of Asheville School (NC) and chairman-elect Alan Brooks of the Westminister School (CT) guaranteed success when they appointed John Hyslop of Cushing Academy (MA) to chair the Task Force on International Students. That group's work has led to a series of workshops and the publication of this handbook, a publication that promises to make independent schools stronger and more responsive institutions.

John Hyslop, whose commitment to and expertise in this subject is unparalleled, is the principal architect and force behind this handbook. He and his hard working task force received tireless staff support from Marjo Talbott, Associate Director of the Boarding Schools program, and wise counsel from Nancy Jones Emrich of Foxcroft School (VA), who was the Boarding School Committee's liaison to the task force. Task force members' names are underlined in the list of chapter writers.

The chapters were written and edited by:

THE INSTITUTIONAL COMMITMENT
    John R. Hyslop, Cushing Academy
ADMISSION: EVALUATION AND SELECTION
    Philip B. Currier, Suffield Academy
STUDENT RECRUITMENT
    Allan Hilton, Orme School
CURRICULUM AND STUDENT SUPPORT SERVICES
    Judy Hudson, Dana Hall School
    Alison Kirk, Greenwich Academy
    Stuart Salomon, Deerfield Academy
    Lewis Kimball, Beaver Country Day School
    Ellin Gordon, Rye Country Day School
COLLEGE PLACEMENT
    William Sperry, Governor Dummer Academy

IMMIGRATION
John Hyslop
APPENDICES, BIBLIOGRAPHY
Marjo Talbott, Boarding Schools
Patricia Hager, Winsor School
Judy Hudson
John Hyslop

The writers were ably assisted by the following reviewers and special contributors:

George Andes, Worcester Academy; Paul Angelis, Educational Testing Service; Mark Ankarberg, Nashua School System (NH); Marilyn Barrett, Northfield Mount Hermon School; Barbara Boerner, Goucher College; Nancy Bryant, Hockaday School; Gene Chamberlain, Massachusetts Institute of Technology; Judy Datesman, Lake Forest Academy-Ferry Hall; Mary Kay Dennison, Northfield Mount Hermon School; J. Gaston Favreau, Chapel Hill-Chauncy Hall School; Dennis Gray, Judson School; John Harrington, Pine Crest School; Howard L. Jones, Colgate University; Mary Kessler, Hockaday School; Evan Lacey, Jr., Fork Union Military Academy; Fred Lockyear, College Entrance Examination Board; Elaine Mannon, National Association for Foreign Students Affairs; Beatrice Mountjoy, Prince George Country Public Schools (MD); Steven Munger, Worcester Academy; Rick O'Connor, Berkshire School; Tineke Onwinga, Gould Academy; John F. Reichard, National Association for Foreign Student Affairs; Margaret Rose, Wellesley College; and Diedrick Van Renesse, Hall School.

Marjo Talbott's team of editors, typists and artists deserve special mention, especially in light of the fact that this publication is the first to be composed on NAIS's new computer word processor. Linda Cook of Cushing Academy prepared the original draft and helped organize task force meetings. Rebecca Carr of Boarding Schools organized and performed most of the typesetting, Vickie Lambert of NAIS added important typing assistance, and Dan Griffin and Mark Vershbow edited the final version. Marya Wintroub designed the cover and Judy Hart taught us all how to use the computer, displaying enormous patience as we entered a new culture.

The list of acknowledgements has been especially long because this has been a volunteer effort. Because not all things are free, we especially appreciate the generous gift from the Exxon Education Foundation which enables us to print the handbook.

Thomas E. Wilcox
Director, Boarding Schools

CHAPTER I - THE INSTITUTIONAL COMMITMENT

Among the most recent and significant educational developments is the increasing number of international students entering U.S. educational institutions, not only for graduate and undergraduate studies but also for pre-university preparation. Recent surveys conducted by the Institute of International Education, the College Entrance Examination Board, and the National Association of Independent Schools indicate a burgeoning international student population in this country at all educational levels. Independent schools have accumulated enough collective experience to assess this recent phenomenon. The publication of this Handbook responds to the impact of this influx on independent elementary and secondary schools.

For any school, the decision to enroll international students has far-reaching implications. A school should recognize that it will inevitably be changed by their presence. School personnel must develop new skills, ranging from technical know-how about immigration matters to the finer points of cross-cultural sensitivity. In some areas, specially trained personnel can manage the additional tasks and responsibilities that devolve on schools, but the entire school community needs to be educated and committed to serving an international clientele. The introduction of international students into a formerly more homogenous student body can generate an array of unfamiliar and potentially troublesome issues. The possibilities include: the emergence of dominating or self-isolating subgroups; increased student political activity; the presence of "out of (immigration) status" students and illegal aliens; "culture shock"; cultural conflict and misunderstandings; a curriculum inappropriate for international students; and faculty frustration.

This handbook is not comprehensive or exhaustive, but raises a number of relevant issues. It may not answer specific questions, but contains sufficient material within its body and appendices to direct readers to appropriate sources of additional information.

Schools that contemplate enrolling international students will find some guidance in matters deserving consideration and planning before they make a commitment. Schools that have encountered some rough going after enrolling international students may wish to re-evaluate their objectives and programs in an effort to serve their clientele more effectively. Schools that have successful international student programs but would like to work on further improvement may also discover some useful suggestions.

Despite the demonstrable benefits a school may derive from an international student body, neither NAIS nor the authors of the handbook expressly recommends that schools should enroll international students or maintain an international curriculum. In fact an international student body may be inappropriate for some schools.

THE INTERNATIONAL STUDENT DEFINED

For the purposes of this handbook, an international student is one whose previous cultural experience differs markedly from that of students who have traditionally enrolled in independent schools in the United States. Thus the term "international" covers a broad variety of students: a Thai girl from Bangkok; a Puerto Rican whose only language is Spanish; a boy from Hong Kong who has attended primarily British schools; an English-speaking U.S. citizen raised in a transplanted North American cultural environment in Dharhan, Saudi Arabia; a recent East European immigrant; and a multilingual student, of whatever nationality, who has travelled widely and attended schools in a number of countries. Individually, these students bring with them unique and rich cultural and educational experiences. Collectively, they pose special challenges, raising an array of questions about the professional responsibilities of receiving institutions.

Independent schools that have decided to expand their enrollment of international students have discovered a growing and receptive applicant market. This can sometimes be attributed to educational conditions abroad, while other times it can be ascribed to the attractiveness of a U.S. education, as well as to the increasing acceptance of English as an international language.

Some foreign countries offer extremely limited educational opportunities. Sometimes there are too few schools, or the school system is so competitive or elitist that many capable students cannot pursue an education beyond a certain point. For these students, the American educational system has obvious appeal, for it is accessible to almost anyone who wants an education. Moreover U.S. education is diverse, especially within independent school circles. Thus, students who feel limited by their own national educational system may thrive in a U.S. independent school, better suited to their individual needs and talents.

Many students come to the United States from newer industrialized nations, such as the Oil Producing and Exporting Countries, which have enjoyed substantial economic growth during the last decade. Some of these nations currently have inadequate educational resources to train the number and types of technicians and professionals required to sustain their economies. Consequently, many students, whose educations may be financed by their governments, continue their studies abroad.

International students frequently enter U.S. independent schools to gain an educational advantage. Perceiving the growing trend toward more competitive admission to selective undergraduate schools in this country--largely due to the increasing numbers of applicants from abroad--some families enroll their children in independent schools because they think it will improve college prospects; their children, they believe, will stand a better chance of entering attractive professional and technical fields. These families also believe that the supportive environment of an independent school is the best place for their children to experience the U.S. educational system prior to university studies. Improvement of English language proficiency is also often an objective.

In some areas of the world, political turmoil has disrupted schooling for millions of people. Affluent families quickly recognize the educational benefits of transferring their children to schools outside their countries. However, distance does not isolate these students or their host schools from the effects of events abroad. In some cases, students are politically and emotionally envolved with events in their countries. Schools may have to face these issues. In countries where local currency has gained value against the U.S. dollar in international money markets, financial considerations provide an added incentive to send students to the United States rather than to other countries.

The admission pool of day and boarding schools has expanded with the addition of children of foreign nationals who temporarily reside in the United States. Many of these families are associated with international agencies, universities, multi-national businesses, embassies, and consulates. Independent schools are also an attractive alternative to public education for wealthy immigrants. For many of these students and their families, independent schools offer a more appealing, personalized, supportive, and academically challenging environment than seemingly impersonal public schools, especially in large urban areas.

In some Arabic-speaking countries, non-native students are not permitted to attend a state school beyond the ninth grade. American families living there must look elsewhere for the remaining school years. While some choose European or other international foreign schools, most U.S. citizens send their children back to the States. Likewise, U.S. natives living abroad who are affiliated with international businesses or government agencies often send their children "home" for a few years of secondary school. This is especially common when students plan to continue their studies in a U.S. university or college.

Neither "foreign" nor "domestic," these students belong to the "third culture." As U.S. citizens who have only limited exposure to the cultural trends and influences affecting the values and attitudes of their stateside peers, these students occasionally encounter assimilation difficulties at U.S. schools. Consequently, schools must be as sensitive to the special needs of "third culture" students as they are to the adjustment problems of foreign nationals.

SCHOOLS' PROFESSIONAL RESPONSIBILITIES

Various factors account for the recent influx of international students in U.S. independent schools. To some extent, this can be attributed to the initiative of individual schools. Boarding schools have become increasingly active in recruiting these students through domestic resources and by traveling abroad. Schools have sought international students to supplement domestic enrollment, to maintain academically competetive environments, and to avert financial difficulties, as well as to cultivate diversity.

Independent schools in the United States vary in their degree of involvement in international education. At one end of the scale are the truly international schools, which value not only a cosmopolitan milieu, but emphasize the importance of foreign language proficiency and an international curriculum. At the other end of the spectrum are the schools that confine their activity to participation in international exchange programs in which native language proficiency is generally required. The institutions that value having an international school community within the context of a traditional academic curriculum fall in between. For some of these schools, the need to reevaluate and to modify existing programs and services may be of critical importance.

The solid and sustained interest by students from abroad is a compliment to both our culture and our educational system. At the same time, it represents a tremendous challenge to U.S. educators, one with profound professional and moral responsibilities. As international education is a major U.S. "export product," the academic community should insure that its institutions provide services that reflect uncompromised professional principles and practices.

Schools considering enrolling international students should proceed cautiously and thoughtfully. The benefits derived from an international student community can be substantial, but they are largely by-products of institutional foresight and skillful planning.

Depending upon the origin, number, and previous academic preparation of its international students, a school can be significantly or only moderately affected. Consequently, it is important for all schools to examine their purpose, programs, and attitudes to determine how committed they are to educating international students. This self-study should prescribe the areas demanding administrative attention, additional staffing and policy and program development. Among other considerations, the school's self-evaluation should respond to these general questions:

1. Why does the school desire international students and what does it hope to gain from their presence?
2. Are these reasons consistent with the school's educational philosophy and purpose?
3. Is the entire school--trustees, administrators teachers, alumni, student body, parents--willing to undergo change to accommodate international students?
4. To what limits is the school willing to commit its resources, energy, heritage and future to maintaining a multinational student body?

On a more practical level, the following issues deserve examination:

1. What kinds and what number of international students are appropriate for the school?
2. What policies and procedures have been established to attract, evaluate, and process international student applications?
3. Is the school willing to modify the present academic curriculum and graduation requirements to accommodate the academic needs of international students?
4. Is the school prepared to modify current programs and services in specific response to the needs of international students?

The answers to these questions, and to those in Appendix I, should help schools determine if and to what extent they should enroll international students. Whatever the decision, a school's perception of and response to its international students will reflect directly on the institution--and indirectly on the entire independent school community.

CHAPTER II - ADMISSION: EVALUATION & SELECTION

Whether they enroll international students or not, all schools have standards against which candidates for admission are evaluated. These measures reflect a core of values and largely define the objectives and goals of the school. What lies at the very heart of an institution, therefore, finds expression through its admission policy.

Most policies are not monolithic; they must adapt to different constituencies, albeit within a single educational community. The international market is merely one admission sector, but it is one where specialization is required in order to appropriately match students and school. Schools must incorporate the philosophy of international education into their programs before this matching can be carried out. Once this is accomplished, evaluation and selection of international admission guidelines are developed around existing or emerging principles supporting the overall mission of a school. Each school is different. Yet the substance of admission actions for international students is most realistic when grounded in a careful assessment of an institution's commitment at all levels.

GENERAL POLICY

Balance. A crucial admission factor is the determination of the school's saturation point of international students. Schools must be as concerned about their total number as about national and linguistic distribution. When do educational benefits begin to diminish due to numbers alone? Although the answer has something to do with the aggregate strengths within an international group, it is most easily understood when translated into quotas. Then the admission officer has available a guideline which can be applied when each international candidate is evaluated for possible enrollment. A school might have ten Japanese students and decide to enroll ten more without jeopardizing the quality of its educational programs. However, a maximum of ten third culture students might be just the right number for another school. Similarly, the overall number of international students should perhaps transcend the particular strengths of individual candidates. With such a policy, an institution might decide to replace only the number of international students lost through attrition each year, thereby maintaining a "set" versus a "floating" total population.

Sub-Groups of International Students. There are five sub-groups of international students from which a school may select admission candidates:

Group 1: Foreign nationals whose medium of instruction has been their native language and who have not had English language training.

Group 2: Foreign nationals who have been taught in their native language but who also have had English instruction as part of their regular curriculum.

Group 3: Foreign nationals of various mother tongues whose recent medium of instruction has been English and who are becoming or are already fluent in English.

Group 4: English-speaking U.S. citizens living abroad whose instruction has been in one or several different languages.

Group 5: U.S. citizens living abroad whose only language is English. (Note: These latter two sub-groups are often referred to as "third-culture" students.)

In addition, international students might transfer from one institution to another in this country. In such cases, the data received reflects strengths and weaknesses within a framework more familiar to admission officers.

Once other academic criteria have been met, the level of English proficiency will influence individual decisions of many institutions as much as geographic considerations, desired mix and the number of international students. However, before the admission process can serve international candidates most beneficially, a school must address all issues related to its commitment to providing appropriate programs and support for this constituency.

STEPS IN THE ADMISSION PROCEDURES

The following are steps all admission officers might take from initial inquiry through to a final decision. This model may be modified to meet the unique needs of individual institutions.

The Initial Inquiry and Response. Usually an international student's first contact with a school is through a letter of inquiry. Given the potential unfamiliarity of the international student with independent schools' admission processes, offices are well-advised to develop a special letter or information packet which clearly explain the application procedures. While a standard reply might be appropriate in most cases, it could be useful to compose separate form letters of response to inquiries from different types of international students.

There are times when an inquiry is made by an agent or third party. In such cases it should not be assumed that the agent will provide the prospective student or his family with complete information. If possible, it is sound policy to get the addresses of the client and the agent, then send complete descriptive materials, including special information to both parties.

Schools might not want to enroll students for reasons which are consistent with their overall philosophy. One particular example is the international student who requests financial aid. A school may decide to offer financial aid only to applicants who are U.S. citizens or to families residing in this country. Similarly, a school may decide only to consider international applicants who are academically or linguistically prepared to handle a traditional college preparatory curriculum. In any such instances, a special letter should be sent to inform the family and the student of relevant school policies.

School Information and Application Materials. Once an inquiry has been received and the admission office has determined what kind of reply is appropriate, the next step is to send materials designed to describe the school and to solicit information about the prospective applicant. Weight is a very important cost and time factor when sending materials overseas. Therefore an "international packet" might be devised to combine candidate and school information in a single, light-weight mailer. Whatever the form, the following information should be sent to candidates:

1. A detailed explanation of admission policies and procedures. Among those matters to be included should be financial aid, test requirements, all costs of any special charges assessed international students, immigration and visa information, graduation requirements, the level of English language proficiency required of full-time students and the availability of English as a second language courses and how they are considered with respect to earning academic credit.
2. A description of the school. A Bunting and Lyons or a Peterson's leaflet might suffice initially. A catalog could follow under separate cover, mailed at special first class airmail rates.

3. An official application.
4. Other forms designed to gather information on the candidate. (If the admission office is attracting large numbers of inappropriate international student inquiries, it may be useful to develop a form specifically intended to serve as a screening device. For advice on the format of such a "preliminary application form," schools may wish to consult international admission officers at nearby universities or colleges.)

To expedite the subsequent admission process, certain data should be requested:

1. School record
    a. A transcript (defined as a "detailed record of subjects and examination results") with grades and rank in class; certified by an official school or governmental seal; preferably written in the original language, accompanied by an official English translation.
    b. Examination results (school, state, national).
    c. Letters of recommendation from teachers and community members.
    d. "Summary of Educational Experiences by Years," documenting the applicant's schooling chronologically (see Appendix II A).

2. Results of required standardized tests:
(Note: It is helpful if schools include an explanation of the standardized tests which are required. Typically test information booklets are sent with catalogs, specifying dates, locations, and the costs of testing. Quantitative scores seem to be more helpful in assessing a student's native achievement and ability. However, the admission office should be aware of cultural biases in testing and of the role test results play in admission decisions. Schools may wish to waive testing requirements for outstanding students after careful review of a candidate's credentials. In all cases, it is wise to make certain of English proficiency regardless of academic achievement.)
    a. English language proficiency tests
    TOEFL (Test of English as a Foreign Language - for grades 11, 12); SLEP (Secondary Level English Proficiency - for grades 9,10); and any other test a school deems appropriate. A writing sample may also be useful.
    b. SSAT (Secondary School Admission Test).

c. College Board SAT's and Achievement Tests (for grade 12.)

3. Interview
The covering letter should mention the admission policy regarding an interview. Most candidates will not be able to visit the institutions to which they apply. If a school has an interviewing program, international candidates need to know that if a visit to the institution is impossible, the school can arrange an interview in the home country. It may also be helpful to international applicants if the school can provide the names of other students or families from the applicant's home country who know the school personally.

4. Certification of Finances
To fulfill requirements established for issuing Immigration & Naturalization Service I-20 Certificates of Eligibility to accepted students, and to assure the school that the student is capable of meeting all financial obligations, the admission office should ask parents to submit a certified bank statement and/or complete a form designed to describe the family's financial situation. For this purpose, a school may wish to use or develop a modified version of the College Scholarship Service's "Declaration of Finances Form (see Appendix VB).

A Note on Mailing. To save on mailing costs, it is helpful to use lightweight paper and to arrange for overseas offices or agencies to make your school catalog available to applicants. These offices can be identified in the response to the initial letter of inquiry.

Admission to a secondary school can be a time-consuming process for international students. In particular, they may require considerable advance notice to obtain a student visa from a U.S. Consulate abroad. Therefore, all correspondence should be handled in a timely manner and all but heavy material should be sent via air mail. This will give the prospective student and family the time needed to complete pre-departure arrangements and to arrive at school on schedule. When the speed of communication becomes a problem, a telegram or cable can be invaluable. If documents or materials must be received overseas within a day or two, schools may wish to send them via air cargo. While this method is naturally more expensive, prompt receipt is virtually assured since students can be notified of the flight and time of arrival.

The Decision to Admit. When the file of a candidate is complete, the admission office is ready to evaluate the student's credentials. Acceptance, rejection, waiting list, and deferral are the possible responses. There are always candidates who are obviously mismatched with a school. An appropriate response in such cases would be to return all non-confidential documents and fees to the applicant, thereby discontinuing the file. It would also be helpful to these students and their families if the admission office could provide the names and addresses of other institutions that might be more appropriate.

Given the importance of making a correct decision--both for the benefit of the prospective enrollee and for the school--admission officers are well-advised to avail themselves of a number of professional resources. Some schools consequently include the teacher of English as a second language, the international student advisor, or other knowledgeable individuals on the evaluating team. In all cases, the admission committee will find the points and references mentioned in the "Graduation Requirements" and "Credential Evaluation" sections below indispensable to their deliberations.

Notification of Applicants. If the candidate is accepted, the appropriate Certificate of Eligibility (usually an I-20--consult Chapter VI for more detailed information on Immigration & Naturalization Service matters) may be sent once the student has accepted the offer of admission and has submitted an enrollment deposit. As a rule, all letters and documents should be copied and placed in the candidate's file.

Depending on the efficiency of mailing abroad, a school may want to include with the acceptance letter other important information normally sent at a later date: e.g., regarding the opening of school, registration procedures, health and permission forms, school calendar, suggested clothing list, laundry and other available school services, travel arrangements, and a pre-departure checklist. If financial aid was requested, the acceptance letter should clearly state the amount, the terms, and procedures regarding the balance of payment. The applicant may also be asked to reply (with or without a deposit) by a certain date or run the risk of forfeiting both the financial aid award and his place. There may also be times when an applicant is accepted under special conditions. If so, the acceptance letter should accurately describe conditions of enrollment.

GRADUATION REQUIREMENTS

One extremely important frame of reference for evaluating an international applicant is the make-up of graduation requirements for the receiving school. Whereas some schools might award certificates of completion or attendance, others might well require international students to meet their normal diploma criteria. In this regard, all admission offices should: (1) be clear on what the school policy is, (2) know what international students need to do to meet the school's academic requirements, (3) advise a family in the acceptance letter if a student's requirements are significantly different from the norm, and (4) inform students whether they will be enrolled in credit or non-credit courses leading eventually to a terminal certificate or a bona fide school diploma.

A variety of avenues may be taken to determine the number of credits an international student will be allowed to apply toward graduation. Recognized course equivalents, internal school norms, as well as standardized and post-arrival subject testing might all be used to determine the credits to be granted. Complicating the matter is the oftentimes tremendous difference in national and school educational systems. Typically, international students in their own schools may take a larger number of courses than their U.S. peers. Therefore, the final assessment may hinge on English proficiency and whether those courses already taken are comparable to those courses given at a school in the United States.

Before issuing the acceptance letter, it may be helpful to map out a course schedule for international students to see how they might actually meet the requirements of the school's overall curriculum. In unclear cases, some flexibility regarding ultimate grade placement must be articulated in the acceptance letter to prepare students for the possible repetition of a year, or years, and/or courses.

Another circumstance which arises occasionally is a substantial break in school attendance by an international student. Here, the chronologically organized "Summary of Educational Experience by Years" is especially handy (see Appendix IIA). In all cases, credentials should be verified and students should provide documentation of schooling for both the current year and at least the two preceeding years.

CREDENTIAL EVALUATION

Conducting an Evaluation. A number of factors must be considered when evaluating a student's credentials. Logically and deductively, the credential evaluation process "translates" the academic credentials of an international applicant from the education system of a specific country (or school) to U.S. equivalents. That way, the strengths and weaknesses of a student's academic preparation can be more equitably and objectively assessed based on the criteria of the receiving school. Many interpretations must be made along the way. The following require consideration:

1. The country's educational system (years of preparation at various levels, the nature of the school curriculum, periodic or terminal grades or remarks, national or other examinations and their relative importance and weight, etc.)
2. The type(s) of pre-secondary and secondary schools

attended.
3. The academic standards at those schools (perhaps indicated on transcripts or known from previous experience with students from the same schools).
4. The schools' grading system and U.S. numerical or alphabetical equivalences.

Steps in the Evaluation Process. Once all application documents have been received, the admission officer should read the entire folder carefully, noting the way in which the application was written, pinpointing expressions of goals and objectives and attempting to understand the family situation in as many respects as possible.Some issues deserve particular attention:

1. The student's age and educational history deserve scrutiny so as to develop an understanding of his culture, language, and academic background. Use of the "Summary of Educational Experience by Years" found in Appendix IIA can be very helpful here.
2. If gaps in schooling are discovered, they should be explained. Sometimes these may indicate political strife in a country or other situations beyond a student's control. In other cases, omissions can be deliberate to conceal failing a year.
3. The factors motivating the student to leave his country, school, and family should be determined.
4. A check should be made of the student's rank in class, marks, and results on national exams. Teacher recommendations and any other supplementary material supplied by the student's school can be valuable.
5. The level of the applicant's English language proficiency should be confirmed (see the following section). Transcript grades and the number of years a student has taken English may not be reliable indicators of proficiency.
6. The relative strength of a candidate's preparation (i.e., content of subjects and the sequence in which they were taken) and record should be converted to a U.S. numerical or alphabetical marking system.
7. Finally, decisions on academic admissability and appropriate grade placement must be made within the context of the school's established guidelines relative to the admission of international students.

Schools which build up their own internal norms and resources can create a tremendously helpful set of general and specific guidelines for different countries around the world. In schools with little experience with international students. this work may only be accomplished initially on a piecemeal basis, while more comprehensive country files are developed over time. Such profiles can be invaluable to the admission process. Each school's past experience (with students from given countries and schools abroad) is the best measure of predicting new applicant's appropriateness for admission. Grades earned in foreign educational context are not definitive determinants of success and failure in a U.S. setting.

Guides to Interpretation. The evaluation of foreign credentials can be difficult because of the variations which exist between educational systems and the periodic changes that occur within these systems. It would, indeed, be a formidable task if it had to be undertaken single-handedly. However, there are numerous resources and aids to which the admission officers may turn. The first, and most indispensible, is an adequate reference library.

Many private and governmental agencies publish information on different educational systems and how to interpret foreign academic credentials. The following list includes sources of useful information. (See also Appendix VIII B).

1. Faculty who have taught or studied in foreign countries.
2. Direct requests to an applicant's institution for information about the grading system and the school's general approach to education.
3. Alumni, families and friends living overseas.
4. Assistance from more experienced admission officers or schools where international programs and attendance have been long established.
5. Internal school norms developed over a period of time by comparing the foreign credentials of new applicants to those of students admitted in the past from the same country or school.
6. Various screening and evaluation centers here and abroad. See Appendix IIB and IIC.
7. Foreign embassies, consulates, and information centers, which are also very helpful. They can be located by contacting the U.S. Department of State. Transcript translations are possible through these channels.
8. The Foreign Service Institute, Department of State, Washington DC. 20520

The Department of State through its Office of Overseas Schools provides assistance to independent overseas schools which meet certain legislative criteria. Their listings include the regional association for each geographical section which can be very helpful when seeking information about an educational system, a particular school, and the general ambience of a certain locale. Questions regarding candidate credentials directed to these regional organizations may well produce answers and valuable information unobtainable elsewhere (see Appendix IIB).

ENGLISH PROFICIENCY

English proficiency may be the most critical factor in determining an international student's admissability and prospects of future academic success in certain schools. Therefore, all schools should incorporate a method of assessing language competence in the admission process. Although in many countries English is the medium of instruction, it is better to err in the direction of unnecessary testing than to have an international student arrive unable to compete in a school. As an aid, admission officers can consult the NAFSA/AACRAO Workshop Reports and specific titles in the AACRAO World Education Series. These volumes usually discuss the quality of English training provided in the subject country. They also offer recommendations as to whether an applicant from that country should be required to undergo English proficiency testing. These issues can have a direct bearing on a secondary school's English as a second language program and on the types of international students a school decides to accept.

A number of tests can be used to assess English proficiency. Regardless of which one(s) a secondary school uses, it is imperative that admission officers know how to interpret scores on these standardized English tests and to correlate those results to the degree of English competence needed for successful study at their schools.

Although it was designed to help evaluate domestic applicants, the Secondary Schools Admission Test (SSAT) should be required of many international candidates. When in doubt, it makes more sense to have a student take the SSAT plus an English proficiency test than to risk having incomplete information available. (See Chapters IV and V for discussion of TOEFL and SLEP, two English proficiency tests commonly used for admission.)

A school can also develop its own testing program drawing on a number of devices. For example, McGraw-Hill publishes a "Diagnostic English Test" by A. L. Davis which can be sent to a teacher in an international student's school for administering. A school may also wish to send a form on which a student is asked to write about a novel, short story, or a special topic of interest in order to obtain a writing sample. Institutional programs are often less secure than international testing systems. Nonetheless, the individual school approach is better than none at all, and, at times, far more flexible. Perhaps the best way to proceed is to conduct one's own testing for special circumstances while requiring international students to sit for TOEFL or SLEP and the SSAT depending on age, grade, and circumstances.

Some schools may be willing to accept international students, but only on the condition that they receive extra instruction in English before they arrive in September. There are many English language programs available in the United States. While the IIE publication entitled English Language and

Orientation Programs in the United States is probably the most comprehensive index of such programs, admission officers are wise to consult colleagues at other schools before making any specific recommendations.

FINANCES

In most cases, the financial relationship of an international family to a school is straightforward and uncomplicated. However, unexpected circumstances can develop due to language differences, fluctuating exchange rates, and confusion arising from communicating over large distances.

At the outset, a strong argument can be presented for issuing the I-20 Certificate of Eligibility (see Chapter VI) only after a student has formally enrolled and has paid all tuition and other fees for the year. Although this might resolve a subsequent financial log jam, it can preclude the enrollment of international students after a certain point in time. Generally, schools can proceed as they do with other students, asking for a deposit and roughly half of the tuition before the academic year begins. In such cases, the I-20 Form can be sent either with the acceptance letter or upon receipt of the enrollment deposit. If monies are not forthcoming, then the business manager can take over as he would with all other families. The only difficulty with this procedure is the possibility of having an accepted international student arrive unannounced without having properly met all pre-registration financial obligations. Needless to say, this kind of situation can present real problems.

One way to assess the financial position of an international family is to require them to fill out School Scholarship Service (SSS) forms. This procedure will give a school at least an idea of what a family can afford. A major limitation in the SSS form is its format. The questions and design generally assume a U.S. tax-paying audience. Consequently, a school may find the "Declaration of Finances" (see Appendix VB) form normally utilized by college admission offices better suited to evaluating the financial situations of international families. A third alternative is for a school to develop its own form that might incorporate the most helpful elements of the other forms mentioned above. Of course, whatever form is adopted, a school must assume that the data provided by families is accurate and complete. Such an assumption, however, may not necessarily be justified.

If an international family is not meeting its financial commitments, the consequences of further delay should be clearly and immediately communicated. Perhaps a school will want to establish deadlines beyond which financially delinquent families will no longer be allowed to keep their children at school.

Some institutions may not award any form of financial aid to an international student. Each school must tackle this issue individually on philosophical and practical levels. Whatever the position, international students and families ought to be informed of the school's policy.

CONDITIONAL ACCEPTANCE

Any restrictions or conditions placed on the acceptance of an international student should be clearly stated to the family and to the applicant. Most restrictions would most likely relate to:

1. Admission classification: the placement of a student in particular courses and grade might be determined once a student has arrived. "Special" status might be conferred on such a student at the time of acceptance or later, in the few cases in which an international student's needs were clearly misread during the normal admission process.
2. Further English language training and testing: the school should indicate the nature and duration of the training required before admittance is possible.

Any such restrictions should appear on the I-20 Certificate of Eligibility as well as in the formal acceptance letter.

FOLLOW UP

To improve the overall efficacy of the international student admission process, the admission officer should follow up on decisions, both to determine the accuracy of the decisions and to provide a more objective basis for future action. Follow-up evaluations are generally more comprehensive and useful if they are the result of a cooperative effort between foreign student advisors, teachers of English as a second language, and the admission office. What typically results is an invaluable set of internal norms that can be employed in future admission decisions.

In sum, a well-developed international admission policy and wholehearted support of the faculty and administration must be established before international students come to a school. In addition, regular self-evaluations and review ought to be conducted by the institution. As a part of this process, international students and their families should be canvassed to determine if they feel the goals and objectives of the school are being achieved.

CHAPTER III: STUDENT RECRUITMENT

The recruitment of international students must naturally follow the school's definition of the sort of student it best serves. Once this definition and the implied commitments have been established, the admission officer will find that there are aids to making useful contacts other than leaving the United States. While overseas travel is not essential, many schools find that it is the most successful means of international recruitment and certainly beneficial to the maintenance of good will. To make the most of overseas travel and to minimize the obvious disadvantages in time and money consumed, painstaking planning is vital.

MAKING OVERSEAS CONTACTS

"Feeder" Schools Abroad. Much of the interest in international recruitment was stimulated during the 1974-75 school year when the Arabian American Oil Company (ARAMCO) instituted a policy of inviting selected schools to come to Saudi Arabia to make recruitment presentations. The admission officer need not wait to be invited, however, to initiate the necessary contact. Using the directories listed below he can compile a list of overseas schools to contact either by letter alone or also by a personal visit.

In general, pre-secondary schools are better sources of students than those that continue through grade twelve. It is, however, worthwhile to contact placement counselors at schools of all types, since even schools that go through grade twelve frequently advise families who are transferring to a different area about boarding schools. Overseas workers are a highly mobile group.

Locations for Recruitment. Identifying sources of students entails consideration of the foreign countries most likely to yield the sort of students suited to a particular school. In general, schools located in areas remote from Western culture have proved to be the most fruitful sources of students. Most admission officers traveling abroad have found Saudi Arabia, the United Arab Emirates, Hong Kong, Japan, Taiwan, and parts of Latin America particularly productive. On the other hand, western Europe is traditionally the richest source of students coming through exchange programs.

Directories. International and U.S. overseas schools are the most obvious place to begin recruiting students. The admission officer can develop an appropriate list of schools by consulting the directories found in Appendix VIIIC.

Multi-National Corporations. Most major corporations doing business overseas (such as Bechtel, Fluor, McDermott, Lockheed, Northrop, McDonnell-Douglas, Westinghouse, Reynolds, Saudi Airlines, Aramco, Exxon, Amoco, Phillips, First National City Bank, and Chase Manhattan) have executives in their U.S. headquarters assigned to assist families going overseas with all aspects of a move. This includes recommending a boarding school when one is needed. Brochures, including current catalogs and yearbooks, should be sent to these individuals on an annual basis, and personal contact should be made whenever domestic recruitment travel takes an admission representative to the headquarters city of a major multinational company.

It is also good practice to these "dependent counselors" to visit the school campus so they may become better acquainted with its setting, facilities, and programs. Many corporations, most notably Aramco, also invite representatives to visit and make recruitment presentations in their overseas schools.

Information concerning multi-national corporations may be found in:

- *Directory of American Firms Operating in Foreign Countries*
- *National Foreign Trade Council, Inc.*
- *World Trade Directory Report*

It might also be useful to consult some of the references, such as Standard & Poor's directory, normally found in development offices.

Embassies and Consulates. Contact with Cultural Attaches in United States Embassies and Consulates throughout the world also fosters overseas recruitment. The names and addresses of these persons are available in the Congressional Directory, which can be obtained from U.S. Senators or Representatives. A handy pocket reference containing much of the same information is Key Officers of Foreign Service Posts--Guide for Business Representatives, which is regularly updated and published by the U.S. Superintendent of Documents.

Schools interested in attracting students of different nationalities can make initial contact with foreign consulates or embassies located in the United States. The Diplomatic List, published several times throughout the year by the Superintendent of Documents, contains the names, addresses and telephone numbers of foreign governmental officers in Washington, DC. A listing of United Nations missions and binational centers can also be helpful. The Handbook for International Study: For U.S. Nationals, available from the Institute of International Education (IIE), contains an extensive listing of such points of contact. The names of other potentially helpful organizations involved in international education may be gleaned from paperbacks such as The New Guide to Study Abroad and the Whole World Handbook.

The AAIE Annual Conference. The Association for the Advancement of International Education (AAIE) conducts an annual conference, generally in February, just before the annual convention of the American Association of School Administrators. Since most United States overseas school heads and top administrators attend this conference, admission officers who wish to become personally acquainted with representatives from U.S. overseas schools should consider attending the AAIE conference. Certainly it is a far less expensive way of establishing contacts than traveling abroad!

Placement Agencies. In addition to working through schools and individual families, admission personnel can make contact with a number of placement agencies throughout the world (See Appendix VII). While most are reputable, some agencies exist solely for the purpose of obtaining I-20 Forms to sell on the black market. Extreme caution, then, is called for in approaching agencies.

To insure full control of the admission process and the way in which a school is marketed abroad, it is far better for schools to avoid such agencies, especially those that charge schools placement or "finder's" fees. In general, admission officers should make direct contact with all parents and students. This avoids possible misrepresentation and circumvents unscrupulous "consultants" whose only motivation may be financial and who may charge both schools and parents exorbitant fees.

Alumni and Families of Current Students. Friends of the school living abroad can be an excellent source for recommending other families to a school. They are particularly helpful when they can serve as a language and cultural link between the recruiter and prospective applicants. Once an international program is established, there may be no more productive contact for new students than satisfied former students and their families.

TRAVEL ABROAD

Although the suggestions made above are useful initial steps toward international recruitment, by far the most effective method is to travel overseas to personally visit schools, to make recruitment presentations, to become acquainted with placement personnel, and to meet students and their families. These trips also provide a valuable opportunity to visit the families of enrolled students. The personal contact keeps them abreast of school activities and reassures them should they have any misunderstandings about the school or feel detached due to distance and undependable communications. Travel, then, provides the best means for cementing existing bonds as well as for developing new contacts. Admission personnel considering overseas travel should, however, be fully aware of the disadvantages such trips entail. These disadvantages include:

1. Expense: overseas travel, including air, ground and hotel accomodations, is more expensive than similar costs incurred in domestic travel.
2. Time spent, both in preparing for the trip and on the trip itself: arriving early at airports, making difficult air connections, waiting for late flights and also for the sometimes limited opportunities to talk with students and their families. All this is time taken away from family and other responsibilities.
3. Difficulties abroad: much can go wrong, especially in countries with undependable, if not unpredictable, transportation services.

Initial Contact. In order to obtain invitations to some overseas schools to make recruitment presentations, "feeler" letters must be sent out as early as four to six months before the intended departure date. Turnaround time for letters is often five to six weeks, mail service is often poor, and answers may come slowly or not at all. No matter what form the follow-up communication takes, that, too, can be very time-consuming. Cables are sometimes undependable, and phone calls to some countries are often difficult to place.

Unless an admission officer is personally acquainted with someone at the school, it is best to address "feeler" letters to the "Superintendent," "Director," "Placement Counselor," etc. Given the rapid turnover among overseas school administrators, general form of address may be advisable even if a personal contact was made on a previous visit.

The "feeler" letter should describe the distinctive features of a school, especially its setting, climate, facilities, programs and the type of student it most effectively serves. It is especially important to make clear how competitive the school is with respect to admission, what sort of English language instruction is available and what sort of TOEFL scores are required for admission, if that is pertinent. Even a statement about the school's policy and record in college placement is not inappropriate at this early date. Most important, accurate information about the school must be clearly communicated. If writing to a school from which students are already enrolled, the admission officer should provide the contact in the overseas school with an update on the progress and standing of those students.

Attitudes regarding recruitment visits vary from school to school. Some school heads and placement counselors are enthusiastic about having visitors. Others indicate that a visit is not worth the time and money. Some do not reply at all. There are overseas schools that want visitors only from the boarding schools they invite, feeling that they can accomodate only a certain number. Obviously, the less of a burden imposed on the personnel of the schools visited, the more welcome subsequent visits will be.

Planning the Itinerary. One should try to develop an economical travel flow. As international air travel is based on air-miles, the route should be kept as "flat" as possible, avoiding "zigs" and "zags" and retracing routes. A knowledgeable and dependable travel agent should be employed to handle all flight and hotel reservations. To help sketch out an itinerary in advance, it makes sense to ask the travel agent for a month-old worldwide edition of the Official Airline Guide (OAG) to ascertain what flight connections might be possible and most convenient.

If the admission officer will be the invited guest of Aramco, for instance, the key dates of the itinerary would be those days spent in and around Dhahran and Jidda. The desired length and most of the entire trip can be built into the itinerary accordingly, making stops to make recruitment presentations to other schools and families. Even when not recruiting in the Saudia Arabia, the same principles relevant to developing itinerary should be observed.

When planning stopovers in North Africa and the Middle East, travelers must be aware of local customs affecting business

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holidays. In various countries, the equivalent of a U.S. weekend falls on different days of the week:

Morocco	Saturday	Sunday
Algeria	Thursday	Friday
Tunisia	Saturday	Sunday
Libya	Friday	Saturday
Egypt	Friday	Saturday
Kuwait	Thursday	Friday
Iran	Thursday	Friday
Saudi Arabia	Thursday	Friday
Abu Dhabi	Thursday	Friday
Dubai	Friday	Saturday

(The Office of Commercial Affairs of the U.S. Department of State can provide such information about other countries.)

With proper scheduling, the recruiter can take advantage of this situation and spend his time more productively when traveling from country to country. On weekends when schools are closed, it is also possible to arrange recruitment gatherings through families of students already enrolled. However, international recruitment is tiring, and one should plan on an occasional day off for rest and to overcome "jet lag." It is a good idea, then, to plan a free day in a pleasant location before reassuming recruitment duties.

Air Travel. Because problems arise with international travel, it is best to use carriers with offices throughout the world in the event assistance is required. Overbooking on international flights is a common practice. Consequently, most schools and multi-national corporations in the Arab World, for example, suggest first-class travel, although all travel agents may not agree that the extra expense is necessary. To be "bounced" from first-class to coach entails no great difficulty, while to be "bounced" from coach means a delay until another flight is available. Given the erratic and occasionally inconvenient flight schedule in this region, such delays can be disastrous for a complicated international recruitment itinerary. Obviously, conditions vary in different parts of the world.

Two further points of paramount importance: it is essential to (1) reconfirm every international flight at least 24 hours in advance and (2) arrive at airports very early. Failure to reconfirm, especially in the Arab World, where almost all flights are filled, will result in the loss of a seat and, in turn, the disruption of an itinerary. Arrival at the airport should be at least two hours before flight time and even earlier if an airline suggests it or if there is cause for concern about being "bounced." This time need not necessarily be wasted, however. While it provides an ideal opportunity to update notes and to catch-up on correspondence, one should not hesitate to strike up conversations with people sitting nearby. They may be familiar with the locale, or they may be heading for the same destination and hotel and be willing to share cabfare. Above all, such conversations help one feel less lost and alone.

Upon arrival in a foreign airport, one generally has to present a passport and International Certificate of Vaccination before proceeding to customs. Normally it is easy to clear customs, but lines are sometimes long and tedious. Liquor cannot be imported into "dry" Arab countries such as Saudi Arabia and Libya. Customs officials may also occasionally check brochures and colored slides for anything that might be considered pornographic.

Accommodations. When unable to stay with the family of a current student or in the home of a school official or alumnus, one should select hotels with care. Administrators in the schools being visited are good sources of information regarding hotels (quality, cost, location convenient to schools, etc.). Reservations may be made through school officials, but when following a predetermined itinerary it is advisable to work through a travel agent. That way, hotel reservation vouchers can be obtained prior to departure from home. It is always wise to pre-pay the first night to insure the availability of a room in case of a late arrival. This guarantee is especially important, of course, if advertisements have been placed in a local newspaper indicating that the admission representative will be available for interviews in the hotel.

Passports, Visas, Innoculations. Passports are easy to obtain with proof of U.S. citizenship, two signed photographs taken within six months of the date of application, and payment of the required fee. Visas are not quite as easy to procure, since some countries are notoriously slow in issuing them. Consequently, the more visas required for a given trip, the earlier one should start applying. The document Visa Requirements of Foreign Governments, available through the Passport Office of the Deparment of State and local federal passport offices, explains what steps and supporting materials are necessary for obtaining particular visas. Since some countries make frequent changes in entry requirements, it is important to consult this source for current visa information. As an example of what might be required to obtain an entry visa, at this writing the folowing are needed to obtain a Saudi Arabian visa:

1. Completed visa application
2. Valid passport
3. Innoculation record (International Certificate of Vaccination)
4. Two passport photographs
5. A letter of sponsorship from a firm doing business in Saudi Arabia (such as the host school or corporation, or better yet, a telegram from the

sponsor to be sent to the nearest consulate or embassy in the United States).

6. A letter of sponsorship from the traveler's employer stating financial responsibility and the purpose of the visit.
7. A money order to cover the visa fee
8. A stamped, self-addressed return envelope.

There are a number of services in major cities that will arrange for visas and help cut through "red tape." A fee is charged, but the service is well worth the money, for expert planning is of tremendous help. A Saudi Arabian visa, for example, is valid for only thirty days after the date it is issued, thereby possibly complicating planning of a trip. Visas cannot be obtained simultaneously. They must be obtained consecutively. Thus a trip requiring four or five visas may tie up a passport for four or five weeks.

The local public health office or the small embassies of the countries to be visited can provide the information as to which health shots are required or encouraged. With smallpox virtually non-existent in the world today, most countries no longer require a small pox vaaccination every three years. However, one must be wary of possibly uninformed health officials abroad. Accordingly, it is best to have a health card which indicates a current small pox vaccination. Cholera shots are generally required, as are yellow fever shots in some areas. Some recommend malaria pills, which must be taken two weeks prior to arrival, during the visit, and six weeks after departure, for travel in the Arab World. Typhoid shots, too, are desirable in some areas.

Personal Clothing. The best rule is to pack as sparingly as possible. If traveling from place to place every day or two, it will probably be necessary to take along about six changes of underclothing, shirts or blouses, etc., so as not to run out before a long enough layover to get things cleaned. For those on a tight budget, it is highly advisable to take all wash and wear clothing and to plan to do some basic washing on weekends or a two-day stopover. Hotel laundry and cleaning is generally expensive, and it is not always returnable within 24-48 hours. Two or three business outfits should suffice, especially if tops and bottoms are of compatible colors and can be mixed and matched for variety.

Foreign Currency. International travelers should carry a sufficient amount of money in traveler's checks ($1000 or more, preferably American Express) and cash ($300-500, in small denominations) to cover all contingencies. While native currency is desirable, in a pinch, one can sometimes pay in U.S. dollars. In fact, in some countries, U.S. currency may actually be preferred, but one should avoid any transactions of a black market nature. Travelers should also carry international credit cards (e.g., Diners Club, American Express, Carte Blanche). Master Charge and Visa are not as yet as widely honored as are others, and American Express is probably still the most universally accepted of all the cards.

To obtain the best rates, currency exchanges should be made at banks in international airport terminals or at city branches. Hotels will also exchange money, but usually at higher interest rates. An initial transaction of $50 U.S. dollars should be sufficient to cover tips, telephone calls, taxis, etc., immediately upon arrival. All bank exchange receipts should be retained for possible inspection by immigration officials. If possible it is financially advantageous to exchange currency upon leaving a country. Not only are the rates better, but this way one is not usually stuck with a pocket full of useless coins which the teller in the country of arrival may not accept. Final exchanges should only be done after checking in all baggage. Otherwise, the traveler may not have sufficient native currency to pay overweight charges and/or the departure tax.

To have some notion of the prevailing exchange rates compared to the U.S. dollar, it is helpful to clip and save the currency exchange table from a recent copy of the *Wall Street Journal* or the *New York Times* just prior to departure from the United States. Abroad, the *International Herald Tribune* contains a similar comparison of currency values--which constantly fluctuate. Moreover, the basic unit of currency may be unfamiliar or similar, at least in name, to that found in another country. Dirhams, dinars, rials, and riyals are confusing enough, but the situation is further complicated by the fact that the value of the dinar in Jordan may vary significantly from that of the dinar in Kuwait (a separate currency).

Items to Take Along. One should not leave home without the following:

1. Two copies of the travel itinerary and schedule of appointments kept in separate pieces of luggage to guard against total loss.
2. Telephone numbers of key contacts abroad (in some places telephone numbers are practically impossible to obtain).
3. Airline tickets.
4. Hotel vouchers and/or telegram confirmations.
5. Traveler's checks (American Express are probably the most widely accepted). Copies of their numbers should be kept in a safe place.
6. Credit card(s) (again, American Express is most useful).
7. Passport and other pertinent documents (e.g., visas, extra passport pictures, International Certificate of Vaccination, birth certificate or other means of personal identification).
8. Addresses and telephone numbers of U.S. Consulates or Embassies in countries to be visited.

9. The home telephone number of the travel agent in the event of ticket loss or other travel emergency.
10. Expense record book for subsequent reimbursement purposes.
11. Address book for personal letters and postcards.
12. Financial page clipping of the prevailing currency exchange rates.
13. Utility items (neeldle and thread, shirt buttons, bandaids, bacterial cream or spray, aspirin, lomotil, antacid, personal medications, etc.)
14. School publications, slides, stationery, and voltage transformer (if taking U.S. made slide projector to countries with different voltage ratings).
15. Carry-on luggage containing important travel information plus a change of clothes should suitcases be delayed.
16. Pieces of luggage limited to the number one can easily handle alone in the event no assistance is readily available. All luggage should be well-marked, preferably with two tags. Also its weight should be within the limits prescribed for intercontinental travel. Lack of foresight can result in hefty overweight charges on every leg of the journey.

GETTING AROUND IN AN UNFAMILIAR CITY

Someone unfamiliar with a city should not be at all reluctant to ask for assistance. It is sometimes surprising how willing people are to extend themselves, but requests for help often times bring the best out in people. If for no other reason, most people are hospitable and friendly because they take pride in their country.

While questions can easily be directed to all contacts, the best place to start is with those tending airline counters and hotel desks. In most instances, these individuals are an invaluable source of sound information and advice on most any subject.

Airport Transportation. The distance of airports from the downtown and hotel areas can vary tremendously, so it is wise to obtain such information from a travel agent prior to departure. While the distance will certainly have a direct bearing on the cost of travel by taxi, one would be well-advised to inquire at the airport regarding comparative costs. If the distance from the airport to the city center is not great or if the bus terminal in the downtown area is some distance from the hotel, it might be preferable to take a taxi.

In some parts of the world, it would definitely be advisable to be met personally upon arrival. The ground transportation system may be completely undependable, and in some cases, personal security may be at stake.

Making Appointments After Arrival. It is often advantageous to book appointments liberally, allowing plenty of time to travel from place to place. Flexibility in scheduling also makes it possible to follow up on suggestions made by individuals met earlier in the day. Oftentimes the most fruitful contacts are made in this fashion. Before scheduling, however, it is important to ascertain the normal business hours observed in the city to insure that one's time is well-spent.

A city map is indispensable not only to get a sense of one's surroundings, but also to help in planning the sequence of appointments. Proper planning either in advance (preferably) or on arrival can save much time and money, especially if the public transportation system will be used.

Public Transportation. In some parts of the world, and especially in Europe, the public transportation system is especially good. It is both reliable and an efficient way to get around. Despite the obvious savings, compared to taxi fares, the buses, the underground, and trains can sometimes even be the quickest way to get around. Airport information offices and/or the hotel desk clerks will most likely have a map of the city's public transportation. But taxis prices should be checked as well, for in some places they are exceedingly reasonable, especially if time is a significant consideration.

Telephone Numbers & Names. In some parts of the world there are no telephone directories. In others, directories may not contain the names and telephone numbers sought, if for no other reason than they are privately listed. Even if there are comprehensive directories, it can be a formidable task reaching the desired individual due to lack of familiarity with the method of listing. Likewise, perhaps, only surnames and first initials may be listed, or listings may contain two family names (the male and female lines) when only one is familiar to the traveler. All this points up the desiribility of obtaining telephone numbers before leaving home.

Locating Addresses. The methods of indicating addresses in various countries can be extremely stupefying and frustrating to the neophyte traveler from the United States. Depending on one's location, the number(s) in an address can refer to an entry in a building, a building number, or the relative distance from the intersection of two streets. Sometimes an address is indicated by the name of a building. Floors can be equally confusing. In the United States, the second floor is equivalent to the first floor (above ground level)in many other countries.

Food. In some areas of the world, it is highly advisable to be cautious about consuming certain food items. While locals may offer all kinds of reassurance, there are still places where one can expect, perhaps, severe digestive problems if tap water or leafy vegetables are ingested. In a more positive vein, international travel offers the gourmand an opportunity to sample an array of local and national specialities, so waiters or friends should be consulted for their recommendations. Travelers should also be aware that breakfasts in some places are traditionally included in overnight charges. Such fare, however, can vary from a mouth-watering smorgsbord fit for a king to an unpalatable crust of bread and cold coffee.

SUMMARY OF TRAVEL TIPS

1. Plan well in advance, and employ a travel agent to book all flight and hotel reservations.
2. Travel with a companion, if possible; it is much more pleasant and efficient than traveling alone.
3. Obtain the necessary visas and immunizations, and check passport expiration dates.
4. Mail brochures ahead of time to avoid the need to take along a heavy supply.
5. If possible, leave A-V equipment, such as slide projectors, at home. They can be a tremendous nuisance when traveling; and, in most instances, families or schools abroad will be happy to make such equipment available as needed.
6. Schedule a "sleep day" for the first day following arrival abroad, especially if traveling through several time zones. This helps overcome "jet lag."
7. Arrange occasional two-night stays in a hotel to have laundry and cleaning done and to gain a needed respite from an uninterrupted series of business and social obligations.
8. Always be very early arriving at airports for flights.
9. Use durable luggage and purchase luggage insurance for the duration of the trip. Pack lightly, and be sure the number of pieces to be carried is manageable.
10. Be aware of local tipping customs, since they can vary by culture and country. In many locations, gratuities are included in the cost of hotels, meals, and taxis.
11. Retain receipts from currency exchanges and for major purchases. In some places, immigration officials may require documentation of all such transactions upon exiting a country. Likewise, U.S. Customs officers may require evidence of purchase prices.
12. Be wary of duty free shops. They do not always live up to expectations, except if they offer items for sale which are unavailable elsewhere. It is not uncommon to discover that the same items (after determining U.S. currency, weight, volume, etc., equivalents) can be obtained for the same or a better price stateside.
13. Check the limits and restrictions established by U.S. Customs before purchasing items abroad. A pamphlet

describing customs procedures and prohibitions can normally be obtained from travel agencies.

14. Anticipate the kinds of questions to be asked. Most overseas families tend to be most interested in the non-academic aspects of boarding schools: living conditions, food, weekend activities, etc. Aramco even provides parents with a list of "What to look for in a boarding school" prior to the arrival of school representatives.
15. Check international telephone rates, since calls can be prohibitively expensive if inititiated from some countries. If an occasional contact with home or school is desired, it may be far cheaper to pre-arrange calling times and have such calls originated from the United States.
16. Notify the cultural affairs officers at the local U.S. Embassy and Consulate of your presence in the country, especially in areas where assistance may be required.
17. Cardinal rule of international travel: Be relaxed, and expect the unexpected! If one thing is certain, international travel is often unpredictable. One can expect flight cancellations, overbooking, changes in flight times, bad weather, train strikes, and other natural and human "disasters". The only salvation is to be calm, flexible, and opportunistic. Most of all, enjoy what can be a truly rewarding personal and professional experience. And have a good trip!(See Appendix IID for additional tips.)

CHAPTER IV - CURRICULUM AND STUDENT SUPPORT SERVICES

Discussion of the questions raised at the end of Chapter I should help schools define the kind of international students they want and the sort of programs or adjustments in the school that these students will require. The next step is to prepare the school to receive the students.

STAFFING AND ORIENTATION OF SCHOOL PERSONNEL

Schools new to international education might find it helpful if, well before their first overseas students arrive, they visit and confer with school administrators and personnel who are experienced in the field. Despite the best of role-plays, lectures, discussions and advanced research, however, it may take a school two years or more before it becomes fully sensitive to the needs of international students. The union of experience with good intentions makes all the difference!

Staffing needs will obviously vary for each school, depending on the number of international students enrolled and the kind of prior preparation these students have. Schools should be aware that enrolling international students may have a direct bearing on the kind of faculty and staff they wish to recruit. At the very least, faculty members inexperienced with international students would certainly benefit from participation in some professional workshops designed to make them more culturally aware and sensitive to the international student's special needs. Some areas requiring particular sensitivity and expertise are admission, personal and cross-cultural counseling, medical services, immigration, college placement, and the teaching of English as a second language.

Regional and national NAFSA (National Association for Foreign Student Affairs) conferences offer a variety of informative sessions pertinent to international education. Local colleges, universities and other professional groups (e.g., TESOL, for English as a second language teachers) may also sponsor workshops on special topics of interest to independent schools.

ESL TEACHERS

In many areas, current faculty members who are well-intentioned, interested, and willing to make the investment in further self-education can adequately serve the needs of international students. This is generally not true, however, when special courses in English as a Second Language (ESL) are needed. Schools that enroll students possessing a minimal knowledge of English are best advised to employ faculty with training and experience in teaching ESL. This is a highly specialized field; assuming that "anyone can teach the foreign kids English" can be a devastating mistake!

ESL teachers are usually more valuable if they have experience living abroad. Having experienced another culture first-hand, they are normally much more aware of their students' feelings, especially when students first encounter North American culture. These teachers are often perceived by international students as an "umbilical cord" to the new culture, central to their emotional stability, academic success, and general sense of well-being. As such, ESL teachers are their vital link to the greater school community. Keeping this in mind, school administrators should make adjustments in the usual faculty-to-student ratio when assigning extracurricular duties to ESL teachers. Also, ESL classes must be small for emotional and pedagogical reasons. Even with a lighter student load, the good ESL teacher will be in extreme demand.

While it has proven more effective to employ U.S. natives as ESL teachers, schools with many international students might consider developing an international faculty. International faculty members can contribute a special cultural richness and sensitivity, thereby enhancing the educational climate of the school community.

FOREIGN STUDENT ADVISORS

Experience at other schools has proved that one or more people in a school must become thoroughly familiar with and attend to the needs and concerns of international students. Some institutions prefer to place all these responsibilities on one person, perhaps designated as the Foreign Student Advisor. Other schools may find it more effective to delegate specific areas of responsibility (e.g., academic evaluation and appropriate course placement; immigration details; cross-cultural counseling; travel arrangements; special medical, financial, nutritional or personal considerations) to several people. Whatever the organizational structure, it is important to the welfare of the entire school community that there be an effective means of communication among all people involved with international students. Likewise, schools should be sure that someone is responsible for addressing all the issues raised in this handbook.

STUDENT ORIENTATION

"Now I know how different the classes will be." -- Student from Venezuela.

"I began to feel that I was a member of the school. No longer a stranger." -- Student from Hong Kong.

Formal Orientation. The formal orientation program for international students may take place over a weekend, or during the first few weeks. In any case, the value of having international students arrive early is unquestionable. Two aims are met, and their importance should not be underestimated. First, students become familiar with their new physical and cultural surroundings. They have an opportunity to meet school personnel and to learn how to use public transportation, telephones, the postal system, and banks. They can also become acquainted with local cultural customs, such as personal hygiene, tipping, business hours, religious observances, and dietary preferences. Second, new international students have a chance to establish ties among themselves which will serve as an important support network throughout the year.

Beyond these general goals, a school's orientation program should fulfill three specific kinds of objectives: to meet institutional needs, to explore students' academic expectations, and to help them begin to think about cultural differences in a positive way.

Academically, institutions need to verify students' English language proficiency, as well as their capabilities in mathematics, foreign languages, and other subjects. Course placement can then be confirmed before classes begin. In addition, students might be introduced to the advisor system and informed about school counseling services. In most instances, such services will not only be unfamiliar to students raised in different cultural settings, but they may also be of critical importance to the students' successful adjustment to their newfound environment.

U.S. academic values, attitudes, and expectations deserve explanation. Plagiarism and the severity with which it is treated in this country may be unfamiliar to international students. Different methodological approaches to subjects such as history and literature may also be unsettling for students just entering the United States, where there may be greater emphasis on interpretation and analysis than on rote learning and factual knowledge. Likewise, students may experience difficulty with the change from a passive learning environment, where teachers are the supreme authority, to a situation in which they are expected to formulate and express their own opinions, sometimes challenging a teacher's position.

Further, many international students may be surprised by the informality of student-teacher relationships. Students may be so apprehensive about approaching teachers that they postpone contact until a crisis is imminent. Finally, for those accustomed to a fully programmed day, the concept of "free time" in an academic setting may be worth discussing.

Cross-cultural adjustment outside the academic sphere is equally important because it affects both social relationship and academic performance. From the beginning, schools should encourage new international students to develop a positive attitude about cultural differences, thus helping them to anticipate the effects U.S. culture may have on them. For example, preparing students for the stages of the culture shock cycle (see "Counseling" below) may reduce the severity of the effects of this inevitable process. Understanding the meaning of friendships and how they are made and broken in different cultural settings is equally important to how comfortable a student may feel. Likewise, ESL classroom discussion and formal orientation programs should help students become more aware of cultural differences relative to

> "gesture, proxemics, social customs, language conventions, etc. -- such sociological and cultural insights should not be conveyed in a random, haphazard fashion but as a planned, systematic sequence of activities leading toward behavioral and attitudinal goals essential to an effective social and educational experience in this country."

(Betty W. Robinett, editor, Guidelines: English Language Proficiency, Revised 1977, National Association for Foreign Student Affairs, p. 10) The case studies in Appendix IVB focus on some of the relevant social and cultural issues that may present difficulties for international students.

During the formal orientation period, role-playing, case studies and other activities can diminish subsequent confusion and stress that new international students may naturally experience when faced with new norms and expectations. Whatever approaches are selected, it is helpful both to the staff and to the students to include one or more U.S. student assistants. They can be invaluable in adding authenticity and credibility to the various issues addressed.

After the formal orientation program is over, particularly if it lasts more than a few days, it is advisable to encourage international students to assume the role of helpers if they will be rooming with domestic students who are also new to the school. This not only enhances the international students' sense of belonging, but it also attends to the very real needs of the roommates. As one recent "neglected" U.S. arrival put it: "Although I was new, I had thought I would at least be able to count on being with my roommate, but she had been in the foreign student orientation program and had made friends already. I really felt alone."

Ongoing Orientation. In addition to the formal period of orientation, schools should support some kind of ongoing orientation for both international and native U.S. students. It is here that the greatest benefits of having an international student body can be reaped.

Day trips spread over the academic year constitute an important part of the orientation process for international students. Along with the obvious sorts of trips to museums, historic sites and the like, trips to factories, courtrooms, shopping areas, sporting events and spots illustrating the geographic and cultural variety of the United States are valuable. In addition, boarding schools with an organized homestay program can offer students an opportunity to "get inside" North American culture.

Daily contact with local American culture theoretically sustains the process of orientation, whether planned or not. In fact, however, the sort of interaction that stimulates learning does not necessarily happen on its own. Some outside assistance may be needed to overcome the inhibitions that language and cultural differences create. Special presentations (talks, slide shows, international talent shows, programs of foreign music and costumes) can introduce natives of the United States to other cultures. Similarly, organized discussions on international affairs can help solicit the opinions, experiences and perspectives of those personally knowledgeable or affected. An organization such as an international club can serve as an effective forum for facilitating and promoting such cross-cultural experiences. Some schools have found Parents' Days particularly good times for an international presentation, not only for what it can tell parents about the school, but what it can do for international students, so far from their families, who might otherwise feel excluded. In like manner, special presentations before local civic organizations and school and college classes can be helpful in bringing international students into direct contact with the community while enhancing their cultural and national pride.

International students can serve as important and readily available resources in both language instruction and international affairs. Language tables at meals are an obvious way to encourage a mixing of cultures while reversing the teacher-learner roles. Indeed, this can be a good way to deal positively with what can become a problem: the solidification of language groups. Another possibility, in exceptional cases, is to arrange for a student to assist in conducting a course on a specific topic, drawing on personal knowledge of his native land.

Schools can also foster an international climate by offering special courses in area studies, comparative cultures or comparative literature, by preventing "all foreign" sections of courses from developing when there is no language or special cultural reason for that to occur, and in boarding schools, by rooming students of different cultural and language backgrounds together.

Schools vary as to the degree to which they find it desirable to promote cultural mixing. Obviously there are many times when international students need the support of others from their own cultural and language background and when the presence of native U.S. students can be intrusive. However, without the support of the general school community, special presentations and programs can fail abysmally.

ACADEMIC PROGRAM

Implicit in the decision to admit international students to whom English is a foreign language is the school's willingness to modify its curriculum and to reconfirm its commitment to seeing that all its students' needs are met by its programs. The impact of these students on the curriculum may very well go far beyond the area of language study. Indeed, it can involve all academic disciplines and affect the school's reputation within independent school and college admission circles.

Setting Up an ESL Program. The scope of the program of instruction needed in English as a Second Language (ESL) will depend on the number of students and their levels of proficiency. This, in turn, will affect the number of ESL classes that should be offered. As already mentioned, ESL classes should be small, especially at the beginning and intermediate levels, so careful planning and testing are essential. A school should also give consideration to what role the ESL program is designed to serve within the entire academic curriculum and with respect to scheduling international students' courses of study. Likewise, the selection of appropriately trained and experienced professionals is critical to the quality and effectiveness of an ESL program.

English Proficiency and Placement Tests. With so many international students studying in the United States, a number of standardized tests have been developed to measure English language proficiency. Appendix IVA lists a number of published instruments available for use at the elementary and secondary level. A number of schools also develop their own testing devices.

Depending upon their needs, objectives, and student audiences, schools may wish to employ one or more tests in their ESL program. All secondary institutions should be aware of both the TOEFL (Test of English as a Foreign Language) and SLEP (Secondary Level English Proficiency Exam) because of their usefulness for admission and placement purposes and because they can be taken at various test centers throughout the world.

TOEFL is normally taken by foreign nationals who are about to enter higher education in the United States. The language content and sophistication are most appropriate for senior high school and college students. One section of the three part test measures command of the spoken language. Other sections measure students' ability to read English, vocabulary, idiomatic expressions and structure. The format of the exam is that of most standardized tests -- a computer graded answer sheet with an accompanying test book. The International TOEFL is given all over the world on designated dates.

The Institutional TOEFL program was created for language institutes and ESL programs that wish to do "in-house" testing for course placement or for practice for the International TOEFL. The Institutional program uses forms of the TOEFL that have been previously administered. ETS, as in the case of the International form, will computer-grade the results of the Institutional form, but will not send the results to colleges or universities. Schools wishing to administer the Institutional TOEFL to their own students may establish their own test dates by making arrangements through ETS.

The Secondary Level English Proficiency Exam (SLEP) was recently created by ETS to serve the many independent secondary schools that expressed a need for a test similar to TOEFL whose content is more appropriate for younger students. SLEP was generally designed as an aid in the admission process, but it may also be used to place students in ESL classes. Like TOEFL, it tests comprehension of the spoken and written word. The levels of vocabulary and assumed knowledge, however, are appropriate to the ninth and tenth grades.

Grouping ESL Students. Perhaps one of the most difficult tasks is determining which students belong in which class given the number of students and the size of the teaching staff. The task is made more complex by the variables involved. Student A can hardly speak, but has done advanced reading in English. Student B can speak like any native, but has next to no experience in writing English. Student C, perhaps the most typical, is weak in all areas -- speaking, reading and writing. How can these students, with such diverse needs and skills be grouped to insure optimum use of the teaching staff while maintaining quality instruction?

First, it might help to group students vertically according to levels. In establishing a beginner-intermediate-advanced grouping, the ESL staff can refer to information on file which should include the English experience each student has had, test scores, and academic recommendations. An oral interview and a writing sample may also reveal much about a student's strengths and needs that file information may never convey. At this point it becomes desirable to group horizontally according to skills. It should be noted that speaking, reading, and writing are separate skill areas that require distinct emphases.

Levels	Skills Speaking	Reading	Writing
Advanced	Carla	Carla, Maseo	
Intermediate	Hassan	Hassan	Carla, Hassan
Beginner	Maseo		Maseo

The grid above illustrates how students can be tracked according to particular skills and levels. The next step is to address the specific academic needs of students both within an ESL program and the overall curriculum.

ESL Program Models In general, three program models merit description:

1. The Semi-Autonomous Program. Some ESL programs exist apart from the day-to-day curriculum of the school. Students in programs such as these study nothing but ESL all day. This type of program is ideally suited to the rank beginner in English. Courses in a program such as this may have titles such as Grammar and Structure, Oral/Aural English, Reading Comprehension and American Culture. The main drawback to such an approach is that the students, because of their limited language backgrounds, have little chance for intellectual expression; they are committed fully to language study and acquisition. On the other hand, this intensive approach has the advantage of dramatically raising the students' English proficiency within a short time.

2. The Supplemental Course. In some schools the admission of an international student carries with it the assumption that the student can keep pace with his U.S. peers. (It falls to the Admission Office, by the way, to make this assessment extremely carefully and to convey its academic expectations clearly to the family before admission of the student!) This student takes all the courses that his U.S. classmates take. However, the school may recognize that because foreign language interference exists, the international student may need supplemental assistance to overcome some minor handicaps that keep him from becoming fully fluent. An ESL course at this level is somewhat akin to a tutorial session -- highly individualized and specialized. These advanced students may work on sophisticated vocabulary, research skills or term paper writing. It is not uncommon for students at this level to determine, along with the teacher, the scope of their own course.
3. The Mainstreaming Model. Some ESL programs place the international student in some mainstream courses (perhaps mathematics or science) while postponing the study of others (e.g., U.S. history or literature courses). This approach assumes that the less verbally loaded courses can be attempted with a reasonable element of success while the highly verbal courses should be taken at an appropriate time in the future. During the period of postponement, many schools find it useful to double up on mathematics courses to give the student a full academic load and to assure his continued progress in as many areas as possible. Geometry, of course, is an exception to the "mathematics first" policy, since language is so important to a comprehension of that subject. It too may have to be deferred.

A resequencing of science subjects can also be helpful at this point in the international student's career. More mathematically oriented subjects like physics and chemistry might be studied before biology, which requires greater proficiency in reading and vocabulary skills. Interestingly, both mathematics and science courses -- especially for students from educational systems which advance more rapidly in these two areas than does the U.S. system -- can be valuable vehicles for improving their knowledge of English. In such cases, the students may already be reasonably familiar with the subject content, yet lack knowledge of English terminology. The "duplication" in one sense, then makes for significant advances in the students' mastery of the English language.

Some schools also offer some special ESL courses such as ESL history or even ESL math. This "blended approach" is accomplished by grading the language content downward but supplying all the major concepts. For example, an international student may be capable of learning the facts of American History, but may not be fully capable of reading a history text book. The student may also need some additional explanation of concepts indigenous to U.S. culture which a standard text would assume were familiar to readers.

A program that gradually mainstreams its students into the regular school curriculum cannot be too possessive about keeping the international student in ESL courses. Some students may want to join the regular program sooner than they are able. Others may wish to cling to the more supportive setting, even after their language skills have reached the desired level. Consequently, it is essential that the academic curriculum be designed with much forethought. That way the options, course sequences, and ultimate objectives will be clearly delineated. Further, it will be evident from the outset whether and how a given international student can hope to complete the school's academic requirements within the desired span of time.

Graduation Requirements. It may seem reasonable to some schools to adopt different graduation requirements for international students. For example, those students interested in pursuing university studies in science or business may be exempted from the usual modern language requirements. If foreign language proficiency is an educational objective, an institution may also wish to consider English as the foreign language for international students. Similarly, perhaps international students should not be expected to complete the same sequence of English courses required of native speakers. Also, an ESL history course might fulfill a social science requirement, such as U.S. history.

No single course, academic discipline, assigned credit value, or graduation requirement, no matter how long-standing, has intrinsic merit. All such decisions are consciously determined in consonance with a school's view of what is deemed valuable in the way of content exposure, skill development, personal growth, and preparation for the future. In wrestling with these issues, each school must ultimately consult its institutional statement of purpose for guidance. Using this as a touchstone, each school must determine which international students it can best serve and what kind of curriculum and academic requirements are appropriate.

Other Curriculum Issues. The matter of waiving graduation requirements inevitably raises the issue of the "credibility" of a school's standards, particularly as they pertain to college placement. Questions which each school admitting ESL students will have to answer for itself include the following:

1. How many years or semesters should ESL students be segregated before being mainstreamed? Should they be mainstreamed at all? How should their credits be counted

in comparison to native students? Should their marks be weighted for ranking purposes? When and if mainstreamed, should the grading standards be the same as for U.S. students or more flexible? How should discrepancies be accounted for, if at all, in a ranking comparison?

2. Should normal graduation requirements be demanded of international students? If not, which and how many should be waived? Should career interests or ability be the determinant in granting waivers?
3. Should international students who do not meet normal graduation requirements be granted a regular school diploma or a certificate of attendance? What effects might the presence of international students meeting different standards of achievement or different requirements have on the college placement of other students?

Though there are many different ways of answering these questions, any school serving international students who require ESL instruction will undoubtedly have to come to terms with them. Schools experiencing anxiety over these issues might, however, find comfort in the knowledge that international education is in a flourishing condition and that many institutions involved in it, colleges and universities no less than secondary schools, have adjusted, though not necessarily lowered, their academic standards and graduation requirements. As in all other professional matters, the one sine qua non is honesty and consistency in publishing policies and enforcing standards. Likewise, students should be turned away if they cannot reasonably be expected to handle the school's curriculum.

We have concentrated in this section on the language needs of international students. A school can, of course, go far beyond the mere meeting of needs and be as inventive as its interests and resources permit in promoting an exchange of cultural experiences in the classroom setting and within the school community as a whole.

COUNSELING

Cultural Barriers. Both proficiency and deficiencies in English can mask a student's adjustment struggles. "Our students speak English very well; they don't seem to have any problems." "Once she improves her English, she'll be okay." "After all, they are American kids (speaking of third culture students), why should it be different for them?" These assumptions have often been expressed, not because educators are unconcerned about their international students, but because they are unaware of the difficulties of cross-cultural adjustment beyond the mastery of language. This adjustment can have a significant effect on academic performance.

Both "creative listening" and "action-oriented" counseling skills should be employed in working with international students. Further, an understanding of value differences should be interwoven with the use of these techniques. Finally, the model for culture shock is helpful, for it provides a theoretical framework for understanding the various dimensions of personal and cultural adjustment (other than language) that international students have to make.

People performing various roles in a school community -- academic advisors, medical staff, ESL teachers, dorm parents, homestay families -- are naturally sought out by individual international students as good listeners and helpmates, oftentimes because some kind of relationship has already been established. Most international students do not look to professional counselors for support because those professionals appear incapable of understanding or relating to the students' background. Many international students also come from cultures where seeking help outside the close family network or from a person of a different culture or sex may be virtually unknown. Even U.S. citizens, who are literally forced by circumstances to attend a distant boarding school after having grown up abroad in a highly protective or more cosmopolitan environment, experience difficulty in reaching out for professional assistance.

Language difficulties, confusion over cultural differences, or lack of familiarity with immigration procedures are problems for which international students appear more willing to seek help. Oftentimes, these are surface issues masking underlying personal and emotional problems brought on by the foreign experience. Since some cultures do not place value on expressing emotion, personal growth, assertiveness or introspection, some international students may initially experience extreme difficulty in coping with the kinds of problems they must deal with in a new cultural setting. It is critical, therefore, that faculty advisors be well trained in listening skills. Thus they can be alert to and detect the presence of personal distress or emotions the students themselves may as yet be unable to articulate:

> The advisor listens "with the third ear" to what the student is really talking about. This is hard work, to listen, not imposing solutions or advice, and by so doing to aid a student in bringing something that perhaps he fears to the light of day. It is creative listening, not passive, because some things are coming from the advisor: respect for the student as a person, regardless of the triviality or complexity of the problem he brings; a sense of participation in the process with him; empathy for him and his struggle. Thus, even 'listening' starts a sharing response between two people.

Case Studies(see also Appendix IVB). In one counseling situation in an all girls' school, a foreign student sought help in solving another foreign student's problem with a U.S. roommate. It soon became apparent that the most pressing problem for the counselee was a feeling of pressure resulting from her own involvement in the conflict. As the oldest member of the group from her country, she was expected to intervene and to mediate all conflicts. The stress of this responsibility was too much for her because she was also trying to attend to her own academic and social commitments. Once the real problem was identified and explored with the student, the advisor consulted with the professional counselor. The question became a personal issue for the student: how much disapproval from her own culture group could she withstand if she refused to be the mediator, and did she really have a choice?

In resolving such personal issues a student may arrive at a solution which surprises the advisor, or he may adopt no solution at all. Students should be encouraged to make decisions founded on the values of their own culture with which they feel most comfortable. What is appropriate in one cultural context is not necessarily appropriate within the context of another culture. For example, placing individual needs above the interests of the group, as in the situation cited above, may by an option available to natives of the United States but not necessarily to Chinese. If the advisor does not know what would be appropriate in a student's culture, it is best to ask the student.

College placement counselors are aware of the dynamics of value differences as they affect international students making college decisions. By the spring of their senior year, international students have developed a sense of independence, and college preferences have emerged. These preferences may be in conflict with those of the parents. The value which some cultures place on parental decision-making may be clearly evident when an international student accedes to his parents' choice. A Japanese student who, finding himself in such a cultural bind, asserts his independence, perhaps with the encouragement of the school's counselor, may experience considerable personal discomfort and parental disapproval since in Asian culture "The public exposure of family conflicts in the process of resolving individual conflicts and eventually achieving self-fulfillment is an unacceptable display of selfishness and exaggerated self-importance. " (Edward Kaneshige, "Cultural Factors in Group Counseling and Interaction," Personnel and Guidance Journal, February 1973, p. 409.) As this example illustrates, resolving personal conflicts may not be easy, and an awareness of value differences is essential to understanding international students' problems.

As D.W. Sue makes clear, advisors must also be aware that counseling may need to be "action-oriented," giving advice and directions and making suggestions, as opposed to being passive, reflecting feelings, paraphrasing and summarizing. (World Views and Counseling, Personnel and Guidance Journal, 1978.) However, it is important to make a distinction here between taking action and making decisions. International students do not expect decisions to be made for them, but they do need to be helped through the maze of institutional policies and cultural patterns which are perceived as barriers to solving problems. Conscientious students often literally interpret all school regulations and discount the possibility of institutional flexibility to met individual needs. In one school, an international student was often unable to attend classes because he was too upset about the news of the revolution in his country. It was obvious that the student was concerned that these unexcused absences would jeopardize completion of the senior year. The advisor was able to arrange for medical excuses for the times of greatest stress, and the student was relieved of this worry and of the difficulty of continually explaining to teachers the turmoil in his homeland. Referral to the professional counselor helped the student cope with the deeper emotional issues the crisis evoked.

The Culture Shock Cycle. Students from different cultures have different kinds of problems, but they all experience a common cycle in the process of adjustment. Helping students as a group to understand this process illustrates the "action-oriented" approach to counseling international students. Having an understanding of culture shock is also an aid to creative listening.

Although the term "culture shock" is frequently bandied about, the process of adjusting to another culture is often left unidentified. Culture shock is the result of losing the familiar patterns of day-to-day living. In the words of Arthur Gordon, "It is the abrupt loss of the familiar which in turn causes a sense of isolation and diminished self-importance...as a foreigner he is a member of a minority that counts for little or nothing."

The symptoms are numerous: homesickness, unhappiness, hyper-sensitivity, nausea, tiredness, headaches, anxiety, isolation, forgetfulness, fear of physical safety, excessive concern about cleanliness, lack of confidence. It is important for the advisor to differentiate between problems stemming from culture shock and the kinds of personal difficulties related to adjusting to a new setting which may require a professional referral.

Anthropologist Kalervo Oberg has identified five stages in the adjustment process ("Culture Shock and the Problem of Adjustment to New Cultural Environments," *Papers in Applied Anthropology*, pp. 1-2, Distributed by the Experiment in International Living). The stages are not always rigidly applicable and students from the same cultural background may go through the cycle at different rates. The cycle occurs in the following sequence:

Stage 1 The honeymoon stage is exciting: the anticipation of a year abroad has become reality. Everything is new and stimulating. The weather is still warm. The "natives" are hospitable.

Stage 2 Once a routine gets established, problems inevitably arise as differences are experienced: new eating patterns, new sleeping schedules, new academic demands, new bases for interpersonal relationships. Getting a haircut and doing laundry can be traumatic. The rejection stage sets in. The outsider seeks people of his own nationality, and often these small groups share derogatory comments about the host country, its people and customs. Hostility and aggression towards the host country are evident and stereotypes are reinforced. This negative stage leads into the third stage.

Stage 3 The home environment is glorified and only the good things are remembered. Gradually, however, changes occur as some of the difficulties are overcome.

Stage 4 The resignation stage is characterized by a sense of humor. The international student is able to joke about the host country and even about his own problems. The ability to help someone else who is less able to cope builds self-confidence.

Stage 5 Finally, as the tensions lessen, acceptance of the host country and its way of living emerges. There is even enjoyment of some of the food, habits, and customs as the international student is able to function with relative ease. There are still times of strain, but the anxiety is gone.

It is important for students to realize that this process of adjusting occurs also when anyone moves to a foreign country. Students can be helped to understand that their difficulties here are not because the United States is a terrible place, but because this environment is different. Students also need to know that the difficulties they are experiencing are normal and that they will not last forever. After learning about the stages of culture shock, a student in one school gave the following response: "This is exactly what has happened to me; I can't believe it! I was afraid to say anything -- I thought I was wierd." Another student wrote in her journal, "It sounds crazy and illogical, but the most difficult trouble that I have had since I came here is me...the only person I can't understand is myself." By exploring with students the common responses to a new cultural environment and by providing them with some of the literature on culture shock, the advisor can help reduce the tendency for students to think of themselves as wierd or crazy.

Whether a counseling situation calls for action or creative listening, an awareness of cross-cultural adjustment patterns and value differences will aid the advisor in working effectively with international students. However,

> the key to helping the foreign student develop a willingness to openly discuss problems at an early stage lies in the foreign student advisor's true perception of his own function. If the advisor sees himself primarily as a visa advisor, a financial counselor, a provider of services, or a legal advocate, he probably cannot transmit to the foreign student a conviction that he has genuine interest in and sensitivity to the total range of experiences of the foreign student. The advisor, for example, who can see the foreign student as a whole person can usually discern the complex, but significant relationship between academic success and adjustment to a new environment.

It is the adjustment to a new environment that presents the complex, often subtle confusion for the foreign student. The cultural conflicts that evolve during this period of adjustment and those that develop because of it pose issues worthy of further exploration and understanding. Only one thing is self-evident: the instability of the world and cultural differences will continually generate and contribute to personal crises in the lives of international students. English is the easy part.

DAY SCHOOLS: SPECIAL CONSIDERATIONS

Much of the material treated in this chapter applies primarily to boarding schools. Day schools, however, have some special problems that deserve comment. They fall mostly within the counseling/advising areas. The first problem perhaps peculiar to day schools is that their international student population probably represents only a small fraction of the total enrollment and therefore new structures may not be created to deal with their needs. It may well fall by default to the admission officer to take on the responsibility of being the foreign student advisor. If not, he should certainly be involved in the selection of an advisor and then work with that person during the new student's orientation to the school. He should prepare himself first by learning where to go for the specific information he will need when the time comes, and second by developing with the head, business manager, and senior academic administrators a plan - at least in broad outline - for responding to the needs of the international student who applies for admission.

Some day school applicants may be the children of foreign nationals moving to the U.S. to settle permanently. Some may be the children of foreign nationals temporarily residing in this country on business or governmental assignments. Some may be involved in an exchange program, while others may be youngsters sent abroad to further their education in the U.S. in the same way members of the previous generation were sent abroad to England or to the Continent. Even though the number of such students in day schools may be relatively small, the faculty and staff should be as careful and professional in dealing with them as are boarding schools which actively recruit and enroll international students in significant numbers.

For the day school that decides to recruit international students, the special circumstances of the local community will dictate the most fruitful avenues to be explored. Embassies, multinational companies, major universities, and ethnic enclaves with their own churches and social centers are all sources to be cultivated. Also helpful are organizations sponsoring student exchange programs such as the American Field Service (AFS) and the English-Speaking Union (ESU).

Housing and living arrangements present a special problem for day schools in the case of a student coming without parents to this country. It is essential that both the school and parents be clear about the extent of the responsibility the school will assume for the student's living arrangements. For exchange students, these matters are usually the responsibility of the sponsoring organization, but the head or foreign student advisor should confirm all arrangements. There should also be a clear understanding as to whom the school should contact in the event of an emergency. When it is felt that a student is old enough to live by himself or with a sibling or friend who is only a year or two older (and, perhaps, attending a nearby university or employed locally), it is imperative that the school be absolutely explicit about the limits of its responsibility for the student.

A matter of special concern to day schools is "who's in charge" when important educational decisions must be made. For students living with their parents, the school need only insure that communications between the school and home are prompt, and that they fully explain the school's policies and procedures.

When an international student is in this country without his parents, the situation is more complex. Decisions relative to such matters as course selection, college guidance, and disciplinary situations should involve parents who may not be easily contacted. Some international students in a day school may have made social contacts outside the school and may be receiving inappropriate advice from badly informed peers. Such a situation can lead to unfortunate conflicts. Consequently, parents should be asked to designate someone to serve as the student's official guardian when important decisions have to be made. Sometimes the five-way communication between student, parent, homestay host, official guardian, and school has to be conducted with care. Despite the attendant difficulties, the school should ensure that such communication must take place.

The social orientation of the international student in a day school requires particular attention. Since most independent day schools draw from a fairly wide geographic area, there may be no neighborhood nucleus of school peers for the international student. If he is not fluent in English, geographic isolation may lead to language isolation and thus retard the rate of gaining English language proficiency. This may be particularly true in situations where a student is living with parents, friends, or relatives who normally speak their native language at home. In such instances, the international student may also face the problem of living in two cultures - one at school and one at home. He may be left out of evening or weekend activities simply because he is reluctant to or is discouraged from becoming fully involved in the English language culture.

To help off-set such isolationist tendencies, schools may wish to assign native English-speaking students the task of encouraging new international students to participate in extracurricular activities. The student government, perhaps, can assume responsibility for planning and supervising the orientation of international students along with faculty advisors and members of the parents' organization. Together they can encourage members of the school community to invite international students to their homes, and insure that they are included in weekend and other social activities, especially when transportation (rides to games, dances, etc.) may otherwise be unavailable or difficult.

Finally, the day school admission officer and business manager should develop some helpful financial information for the international student applicants and their parents. Most student exchange organizations can be counted on to have prepared sponsored students and their families for the financial obligations they can expect to incur during a year of study in this country. However, all students living with relatives, homestay families, or family friends should also receive full information about living expenses, tuition, fees, books, and incidental items. The best starting point here might be "Financial Planning for Study in the United States," a College Board pamphlet. Local college or university international student admission offices may also be able to provide useful supplementary information pertinent to the cost of living in a specific urban or geographical area. This too can be shared with individual families.

International students living with their parents will not normally require such information. However, they, too, deserve to be fully informed about the educational and other expenses of attending a particular day school.

This section has highlighted the most important administrative concerns relative to enrolling international students at day schools as distinct from boarding schools. Issues raised elsewhere in this handbook, of course, are worthy of note by all independent educational institutions.

DISCIPLINE

Generally, international students become less involved in the kinds of compromising social situations which lead domestic students into confrontations with school officiaals over rule infractions. Many of them come from cultural environments that are less permissive and more authoritarian than U.S. society. They are accordingly more responsive to established school policies and regulations. If anything, they may be somewhat dumbfounded by the behavior of some of their U.S. peers.

This is not to say that the behavior of all international students is necessarily above reproach. Some flaunt school rules with as much abandon as some of their more "spirited" U.S. friends. While disquieting, this tendency to take liberties may even be interpreted as a sign of their having made the cultural adjustment. However, even with some otherwise model school citizens from abroad, there are what seem to school faculty extremely puzzling disciplinary situations involving, for example, cheating or plagiarism.

The first kind of situation points up the need for schools to deal with international students in a consistent manner. For those boarding schools which customarily resort to some kind of off-campus suspension for student offenses, this may present difficulties. A number of international students may not have relatives or family friends in this country with whom they can stay. So as not to compromise their normal response to major infractions, schools may want to require that a U.S. guardian be designated for all international students. Likewise, it is important to have several emergency telephone numbers on file for parents, relatives and guardians living abroad or in the United States.

The second kind of situation raises questions of cultural differences and of the need for schools to educate both their faculty and their student body regarding what constitutes acceptable academic behavior within the U.S. educational context. A failure to make international students fully aware of the extremely serious consequences of violations of academic honesty could jeopardize their educational futures. Some might say that such retribution would be well-deserved, when, in actuality, a student might be merely continuing a practice that is perfectly acceptable, if not encouraged, in his native land. Like so many other things, value systems vary considerably by culture and entail widely diverging concepts of honor, shame and guilt. Such differences go much deeper and are much more basic than matters of language. Schools' responsibilities to their international students are equally profound.

COMMUNICATIONS WITH HOME

It should be clear to readers of this handbook that its authors fundamentally agree on the professional importance of providing complete and accurate information on all matters pertaining to the goals, programs and life of the school. Every communication -- from the initial response to an inquiry regarding admission, to graduation announcements -- has a bearing on how the institution and its faculty are perceived by the outside world.. All this may seem too obvious a truism to require elaboration, yet the introduction of international students into the student body casts a slightly new light on the subject. International students and their families, especially ones who live at a great distance from the school, read what they receive with a very critical eye. Unless they are able to supplement these communications with occasional telephone conversations or visits with school officials, the communications they receive constitute their sole and very important source of knowledge about the institution and their child's progress. It is not surprising, then, that such parents interpret what they read very literally. Having transferred responsibility for the welfare and the instruction of their children to the school, most parents place great faith in the integrity of the school. Consequently, international families rightfully view whatever they receive from the school as an accurate and complete discription of reality.

With these factors in mind, schools should scrutinize all their communications (literature, grade reports, letters, advisor's comments, billing information, etc.) to insure, first, that they properly convey what is intended and, second, that they are perfectly comprehensible to recipients who may not be familiar with U.S. independent schools. While it may seem politic and more sensitive at times to employ delicate, perhaps even ambiguous language, especially in cases of disciplinary infractions, it is far more beneficial for all concerned to be explicit and direct from the outset. Similarly, it is essential that communications (if coming from several departments or individuals) be consistent; for the anxiety generated by any contradiction can be only aggravated by distance and the inevitable lapse of time. Finally, to minimize that time lapse, all replies to correspondence should be prompt. For queries requiring extremely prompt attention or from locations with notoriously poor mail service, a telex or a telegram may be the most expeditious and advisable way to reply.

SCHOOL CALENDAR: WEEKENDS AND VACATIONS

Faculty and students alike normally anticipate weekends and vacations with tremendous enthusiasm, especially in boarding schools. International students who have no place to go during short breaks or who cannot afford to return home even for the longer breaks, however, may not share this enthusiasm. Boarding schools in particular need to be sensitive to the loneliness of international students at this most vulnerable time, and they should take steps to minimize the difficulties caused by the vacation periods.

A mechanical change that can help ease the problem is to adjust the school's academic calendar so that there are fewer and longer breaks, making travel possible for those who can afford it. For those with no place to go, a number of alternatives can be offered. A boarding school can usually provide on-campus accommodations easily enough. With some advance planning, a school may even be able to arrange homestays for its international students either with local residents or with the families of other students. For longer vacations, schools may wish to explore the possibility of arranging faculty-chaperoned trips, perhaps in coordination with other institutions.

It can be particularly helpful to designate someone on the staff, possibly the foreign student advisor, to see to it that the difficulties posed by vacation periods are kept to a minimum. For those international students who cannot return home even over the summer vacation, counseling relative to educational alternatives for a constructive summer should certainly be accessible. While in some cases relatives or guardians are available to fill the breach, in too many other instances international students must rely solely on the generosity and caring of their school's administration and faculty. In such instances, schools literally serve *in loco parentis*. As with parents, the school's responsibility is open-ended and does not terminate with the beginning of vacations or weekends.

TRAVEL PLANS

In view of the great distances many international students must travel to arrive at school and the demands of the sometimes inconvenient schedules of transcontinental airlines and connecting ground transportation, schools need to work out clear plans for allaying anxiety of families overseas. Whatever the attendant expense may be, parents greatly appreciate arrangements by school personnel to have someone meet their children at their point of arrival and bring them to the school. To facilitate mutual identification at busy airline terminals, arriving students and school staff can wear something that is clearly visible and distinctive. As an alternative, schools might require international students to send a snapshot in advance of arrival. For some schools, it may be more convenient to make arrival arrangements with volunteer organizations at a major airport.

While international travel is normally unpredictable, schools which maintain strict expectations regarding departure and arrival dates and times should so inform the parents. In fact, schools would be well-advised to provide parents of international students with a calendar for the full academic year well in advance. If the calendar and accompanying information are clear (as to arrival and departure times, available ground transportation facilities, and traveling time between the school and nearest general service airport), parents can book tickets for all major vacation periods well before seats become scarce.

To facilitate such arrangements from this end, some schools may encage a local travel agent to handle all flight plans for international students. That way the logistics will be centralized and professionally managed. The school will also be able to exercise some control over student ticketing, thereby avoiding some of the inconvenience of having students leave and arrive at unexpected or inopportune times. A well-informed travel agent can also help design a packet of information that can be sent home. With the assistance of an agent, travel matters can be handled smoothly and in a fashion consistent with the needs of both the students and the school.

ATHLETICS

International students from some cultures can unquestionably bolster a school's athletic program in selected sports. Other international students may come from cultures that place little or no value on physical activity or athletic prowess. At the very least, such students would likely have had limited previous acquaintance with the kinds of games and competitive interscholastic sports found in most independent schools in this country. This possibility suggests the benefits of having a flexible and accommodating athletic and recreational program. If required participation is customary, either non-competitive options or a well-administered program to instruct neophytes would probably be most practicable.

As with so many other considerations, the point is for schools to be as sensitive to cultural differences as they are to the individual needs of the less coordinated or physically talented student. Most international students are interested in performing well and on a par with their U.S. classmates. The opportunity "to save face" or pride could well be the overriding factor affecting a student's attitude and willingness to attempt something new. All these students may need is encouragement and a supportive instructional program to provide them with the fundamentals and instinctive responses domestic students have had far more time to cultivate.

MEDICAL SERVICES

Cultural Considerations. As is the case with so many other matters, school officials need to be sensitive to cultural differences when it comes to providing medical services for international students. While in some respects, the students themselves need to be educated about U.S. medical practices, schools must be equally attentive to the possibility that those practices may be totally foreign to a student's previous experience. International students, for their own good reasons, may be averse to treatment. Religious or other cultural taboos may make them as anxious, nervous or resistant as a mere lack of information. Consequently, the school bears a responsibility to educate its medical staff to be sensitive to its international students and to know what to anticipate.

Medical History and Records. While it may be difficult to obtain complete information, schools should insist on acquiring a full accounting of international students' medical histories. Nothing could be more tragic than having an international student suffer a serious complication of some sort due to an incomplete or inaccurate medical record (e.g., omitting a serious illness, major surgery, allergies, physical limitations, or a chronic condition). For the benefit of all medical personnel, everything contained in such records should be written or translated into English.

While it is obviously sound professional practice to maintain strict confidentiality with respect to medical information, this is especially critical concerning the records of international students. As in other matters, the rationale may be one of cultural sensitivity. In some cultures, certain kinds of medical conditions can be the source of tremendous personal embarrassment, if not family shame. Other conditions or afflictions simply are not openly discussed. While U.S. school personnel may be convinced of the value of having an international student and his family come to grips with the possible effects that a cultural bias may be having on the educational and personal development of a student, such matters should be broached with delicacy and great sensitivity.

Immunizations. A complete record of immunizations should be maintained in each student's medical file. If some information seems to be missing, the school nurse might consult the International Certificates of Vaccination which many international students carry with their passport papers to show health officials upon entering a foreign country.

Certain states require that all incoming international students maintain specific immunizations or boosters. A school's medical personnel should be aware of these requirements and maintain a complete record in the event that evidence must be shown to visiting health officials. To facilitate the whole process, medical staff might collaborate with admission personnel to insure that a full statement of these requirements is mailed to prospective students.

Medications. As with all students, medical personnel should be fully advised of any medication that international students may be taking. Since pharmaceutical terminology varies country by country, the school should be aware of the generic equivalents in this country.

Eyeglasses. If not already a part of the required information for all students, eyeglass prescription information should be available on international students. Otherwise, it might be difficult and expensive to replace lost glasses or lenses. International students should also be informed about the advantage of wearing fracture-proof eyeglasses, especially if the school maintains an athletic requirement.

Insurance. While many schools offer student medical insurance to cover minor contingencies, the families of international students should be completely informed about the need for more comprehensive medical insurance coverage. Some families may be accustomed to paying directly for such services, but at costs far reduced by U.S. standards. Others may reside in countries with socialized medical services. To avoid catastrophic expenses and much resentment, schools might have students subscribe to special medical insurance plans specifically designed for non-immigrant international students. The most beneficial plans would include coverage for illnesses and accidents suffered *en route* to and from the school. In any event, the students' families should be fully apprised of the costs of U.S. medical treatment and of the options available to them to protect their children's health.

Medical Emergencies. All schools hope that no serious sickness or accident will befall any of their students. Nevertheless, it is sound policy to anticipate such contingencies. In the case of international students, the availability of emergency telephone numbers is crucial. Whenever possible, someone residing in the United States should be listed in a student's file, but in all cases telephone numbers of relatives, guardians, and parents' business firms abroad should be available. In addition, schools are advised to have on file a signed statement granting appropriate school officials permission to authorize medical treatment if parents or relatives cannot be reached.

Food Services

Good food is central to maintaining good morale in any school. Besides being the source of sustenance and a sense of well-being, food has multiple associations of a personal, cultural and even religious nature. In light of these associations, familiarity is obviously an important part of its appeal. The fact that some foods which are very common in one part of the world may be relatively unknown, unavailable or undesireable elsewhere is something that schools with an international student body should consider.

Those managing food services need to be informed about different eating customs. Where feasible, it can be a boon to the morale of international students to offer a variety of fare tailored to different tastes. A choice should be available, and religious or cultural taboos (e.g., pork products) accommodated. An occasional meal with an international theme can also be enjoyable. As popular with many U.S. students, such fare is a particularly welcome note of familiarity to specific national groups.

Early in the year, international students benefit from the kitchen staff's interest in educating them about U.S. dietary choices and habits. Many typically North American meals are unrecognizable to the new arrival. Likewise, students from some cultures find U.S. food bland and tasteless. Condiments and spices go a long way toward making the food more palatable. Similarly, rice, a staple for the vast majority of the world's population, should be made available in plenty.

A representative student food committee might help a school's food service be responsive to preferences while remaining within budgetary constraints.

Business Office Procedures

Information to Parents. To avoid charges of misrepresentation by families who may otherwise be uninformed about U.S. educational and financial practices, schools should go to great lengths to insure that all financial matters are fully and comprehensibly explained. Normally there is no quarrel with the charges as long as nothing comes as a surprise. To start with, a business office might prepare a complete explanation of what charges tuition and fees do and do not cover, the school's billing procedure, required deposits, tuition refund plans, payment procedures, and any special charges for international student services (e.g., ESL classes, boarding or travel expenses over school vacation periods, etc.).

Bank Accounts. Many international students are unfamiliar with the nature and limitations of various U.S. banking services and accounts. Since in many instances, international students will need to avail themselves of such services, someone at the school might assume the responsibility of insuring that an appropriate account is established and that students understand how they can be used. In some instances, this is vital since a student might be entrusted by his family to execute all financial transactions relative to his education and personal needs.

The School Safe. Boarding schools in particular should provide some kind of safekeeping for international students. Such students would be well-advised to entrust the school with passports and other papers that may need to be consulted periodically for immigration purposes. Similarly, large amounts of cash and travelers' checks should be kept in the school's safe. For its own part, the school should develop an accurate system of recording who has consulted students' safe files, and what, if anything, has been removed and returned. Such procedures may help avoid inadvertently misplacing documents and potentially embarrassing situations.

Billing Procedures. For cash flow purposes, the business office may wish to institute a monthly billing system for students' personal charges if it does not already have one. This may be particularly helpful when dealing with international students, especially given the fact that banking and/or mail services between the United States and certain parts of the world may take considerable time. Without frequent billing, a school may not be reimbursed for several months.

Schools should also determine whether students will personally be handling all financial transactions with the business office, or whether bills should be sent directly home to parents or to someone else acting in the parents' stead. In every case, the responsible financial party should be clearly identified to avoid confusion, frustration, embarrassment, inconvenience, tardy payments, and, perhaps, even financial default. (Consult the "Finances" section in Chapter II for additional points which pertain to admission.)

Bank Transfers. When dealing with international students and their parents, business offices may encounter inconveniences with respect to receivables. Those schools accustomed to accepting checks drawn on foreign bank accounts must wait for sometimes incomprehensibly slow foreign mail to arrive, then be equally patient for collection while checks clear national and international banking systems. In the process, schools may lose a percentage of the face amount of the original checks due to clearance charges assessed by banks. Likewise, losses may be incurred due to daily vicissitudes in international currency exchange rates. To avoid such inconveniences, schools might not only insist on payment in U.S. funds, but also consider instituting a nominal collection charge for processing international checks.

One invaluable method of facilitating payments from families residing abroad is to encourage the use of international bank transfers directly to the school's account. The financial process is far less complicated, more expeditious, and less costly to schools. Even more convenient is currency transfer via telex if such facilities are available.

Control of Student Money. Living at such great distances from a school, families of international boarding school students may well expect school officials to assume a special role *in loco parentis*. It should be clear at the outset whether parents expect a school to monitor students' spending habits. If such expectations are not clearly established, embarrassment may ensue when student funds become exhausted and distant parents direct their displeasure towards the school.

EXTRA CHARGES

While it may be philosophically unsound, it is not unnatural for a school to enroll (perhaps even significant numbers of) international students before giving much thought to the kind of impact they may have on the community. As explained throughout this handbook, many of the implications clearly suggest the need for a special sensitivity or international orientation on the part of a school's staff or curriculum. In some instances, a school's response to these considerations may translate into policy decisions and programs which result in additional financial commitments by the school. Some possibilities: hiring extra counselors or advisors with expertise in immigration matters or cross-cultural sensitivity; developing and staffing English as a second language or other special courses for international students where the faculty/student ratio is smaller than that in other classes within the school; providing vacation accommodations, or special cultural trips under faculty supervision and travel services; translating and evaluating foreign academic credentials; developing admission and other publications and airmail services specifically for international students; and supporting pre-school or on-going orientation programs.

Each institution must independently determine whether such additional expenses should be shared by all students or whether they should be defrayed by international students. Whatever conclusions are reached, all schools will benefit from observing one cardinal rule: be absolutely sure from the outset that school publications, admission contracts, and financial statements accurately and completely describe what is and what is not covered by tuition and other fees, and what other expenses (for instruction, or books and supplies, special services, laundry, or whatever) international students may expect to incur. This is simply a matter of prudent business practice. The customer deserves to know exactly what is included in the price of a product.

It is far better to make all extras clear prior to enrollment than to face the justifiable outrage of parents part way through the school year when the school unexpectedly assesses international students additional charges. Hard feelings are avoided, and the institution's integrity remains intact.

Some independent schools may be offended by the suggestion of questioning their motives or integrity. Unfortunately, the international reputation of some U.S. educational institutions and businesses is far from unsullied. Consequently, some international parents are understandably cautious, if not suspicious. It therefore behooves independent schools individually and collectively to be forthright and explicit in all their business dealings. In such matters, foresight is indispensable and hindsight will prove to be no source of salvation.

RESOURCES

Whether an institution is contemplating becoming more international in character, interested in keeping up to date, or merely exploring viable ways of expanding its services and programs, a variety of valuable resources are readily available. The following (some of which are described in greater detail in Appendix VII) are suggested as initial points of contact or sources of information. Once in the field, institutions normally develop their own most valuable networks of resources.

1. International organizations such as the Institute of International Education (IIE), the Council on International Educational Exchange (CIEE), AMIDEAST, and the African American Institute.
2. Embassies, consulates, binational centers, United Nations missions, and national tourist bureaus.
3. Faculty in schools, colleges, and universities; foreign student advisors; international student offices; international student admission officers; immigration and financial aid specialists; placement services; and graduate school departments.
4. Professional organizations such as NAFSA, NAIS, TESOL, and NACAC.
5. Faculty and student exchange programs including American Field Service, ASSIST, School Year Abroad, the English-Speaking Union, and the NASSP Program.
6. International faculty recruitment sources such as the International School Placement Service, Amity, ASSIST, ACTION Hotline, TESOL and NAFSA job registries.
7. Community resources including homestay families, parents of current students, masonic and other civic organizations, church groups, local businesses with an international focus or affiliation, local chapters of international student exchange programs and ethnic organizations.
8. Government offices such as the Immigration and Naturalization Service (INS), U.S. Superintendent of Documents, U.S. State Department, and state departments of health.
9. Travel agents, international airline customer service departments, major airport international visitor welcoming programs, and CIEE (for foreign and charter travel).

10. Educational Consultants, especially Independent Educational Counselors Association (IECA) members, who, through their own network, can provide expertise and information on appropriate schools for international students.

CHAPTER V - COLLEGE PLACEMENT

Strictly speaking, the topic "college placement" belongs with the other programs and services discussed in the preceding chapter. However, since matriculation at U.S. universities and colleges is, for the majority of international students, the overriding reason for their attendance at U.S. independent schools, the subject deserves special attention.

In most respects international students go through the same college application process as native students. The principal difference is in establishing English language proficiency where that is in question and in establishing financial responsibility for college costs. Even non-native speakers of English who have been in U.S. secondary schools for a full four years usually have acquired sufficient language proficiency and familiarity with the college admission process to warrant the same guidance offered to native students. The thrust of this chapter will therefore be directed toward non-native English speakers who have been in U.S. schools for two or fewer years and whose unfamiliarity with the college admission process, whose tendency to have occasionally unrealistic college aspirations and whose less clearly-defined academic readiness for college require closer attention. Because of the narrower focus of this chapter, the term "foreign" student will be used rather than the more broadly encompassing term "international."

The initial establishment of English language proficiency and the choice of correct academic curriculum have been discussed in Chapter II and IV. Our primary concern here will be with the actual college application process, evaluation of curriculum and scholastic results for purposes of college selection, office procedures for dealing with applications from foreign students, counseling foreign students and their parents, identification and testing, and procedures for establishing credentials. Placement of foreign students does require more work, time and care than the placement of U.S. students. It is therefore necessary to establish well-defined steps in the process, especially if more than a handful of students is involved.

ACADEMIC PLANNING

In order to coordinate all aspects of a foreign student's scholastic preparation, clear communication between the admission office, the studies or curriculum-planning director and the college placement counselor is essential. The foreign student's curriculum choices should be tailored to fit his English competence, both as assessed at the time of admission and as projected for the time of graduation.

Further, the academic program planned should take into account the college requirements for entrance into the student's chosen major, to the extent that the student's language proficiency permits. This will help both the student and college counselor to avoid possibly insurmountable difficulties in the senior year. Thus, the college counselor should be familiar with newly-enrolled students' abilities in English as well as with the school's instructional programs for foreign students.

To facilitate the sort of planning just described, the testing of foreign applicants (as discussed in Chapters II and IV) should be an integral part of the admission process. Whether this testing is done as a requirement for admission or for course placement within the school, the college counselor will certainly be among those finding the results useful.

The college placement counselor will want to monitor foreign students' selection of courses during the junior and senior years for their relevance to college entrance requirements and future career objectives. Students should obviously be discouraged from selecting courses based on career interests alone, particularly if they will be unable to meet the admission requirements for particular programs or colleges. They need to be realistic and to plan in advance. For instance, engineering colleges may have specific course requirements for admission to the school, and CEEB achievement testing must be anticipated and scheduled for the junior and senior years. However, foreign students with less than a solid command of English can expect to encounter difficulty on such tests even if they possess strong mathematical ability.

INFORMATION FOR PARENTS AND STUDENTS

Once foreign students have been enrolled, they will need basic information about the college application and admission process. Extra care should be taken to insure that foreign students and their parents clearly understand their obligations and responsibilities as well as those of the school. Though reiteration of the school's position may well be necessary in the senior year, a clear initial statement by the admission office can do much to foster understanding from the outset. Likewise, the college counselor must be aware of the individual desires of foreign families and the probable aspirations suggested by their economic and cultural circumstances.

Experience has shown that many foreign students (or their parents) are likely to follow the "shotgun approach" to college application, applying to what appears to be an inordinate number of colleges. Parents may also accept the unrealistic advice of well-intentioned friends or relatives to apply to specific colleges in the last stages of the admission process. In many such instances, these individuals are unaware that foreign student admission in the United States today is far more competitive than it was even ten years ago.

In order to maintain control over the entire college application process as it reflects the school's professional credibility - and to keep the office load within manageable limits - the college counselor must establish very clear procedures and communicate them successfully to students and their parents. Two methods, used either singly or in combination, have proved most effective in communicating these procedures. The first is to conduct a series of personal interviews (early in the year for new juniors or seniors and later for students who enter as sophmores or freshmen) in which the basic procedures are outlined verbally. This method is obviously most effective for small numbers of students. For larger groups of foreign students - and in order to avoid repeated explanation - it is probably most effective to give each student a manual of directions, beginning with testing requirements and ending with advice on the selection of suitable colleges based on the student's interests, test scores, and academic record. Since a manual would need to be quite specific, a combination of the two methods may be the most convenient way of disseminating information.

If a school does not have a manual already, the college counselor may wish to distribute copies of the Guide to the College Application Process, written by Steven Munger, available through NACAC. The guide is an excellent, brief outline of all essential, general information. Moreover, it can be easily understood by foreign students. Supplementary information of particular interest to foreign students might include:

1. An explanation of TOEFL and instructions for registration and testing, including test dates and available test centers.
2. An explanation of other standardized tests (e.g., those of the ACT and CEEB) and their registration procedures and schedule
3. A counseling form to be filled out prior to formal consultation with the college advisor.

4. A description of the availability and location of college reference information within the school.
5. A suggested format to follow in sending for college information.
6. A statement as whether the student or the school is expected to schedule visits to colleges.
7. Advice on visiting and interviewing at colleges.
8. Advice on when and how college application forms should be filled out, pointing out that some schools require special forms for foreign applicants.
9. The school's policy regarding how many applications are permitted and its procedure for dealing with excessive applications or those considered inappropriate by the counselor.
10. A statement as to who mails applications to colleges (students, school office or both).
11. Information concerning the procedures and timetables for the college placement office to send credentials to colleges.
12. Instructions for establishing financial responsibility to meet college admission office and immigration requirements (see the "Declaration of Finances in Appendix VB).
13. Instructions for obtaining teacher references and the proper etiquette for doing so.
14. A checklist of items students need to send colleges, clarifying in particular when and by whom standardized test scores should be sent.
15. A statement on the importance of meeting deadlines.
16. A calendar of events pertinent to the application process in the junior and senior years.

INFORMATION NEEDED BY COUNSELORS

In analyzing the appropriateness of given colleges, the college counselor has to be familiar with those aspects of the admission process which apply only to foreign students. First are the admission guidelines subscribed by colleges and universities concerning English language proficiency as measured by students' scores on the TOEFL (see Appendix VA). For complete information on admission policies and criteria relevant to a specific college, schools should communicate directly with the foreign student admission officer. The neophyte in the field of placing foreign students may also wish to consult colleagues with more experience . For future reference, it is also helpful to accumulate information about the foreign student admission decisions of colleges to which applications have been made in the past.

The process of personally gathering admission information on various colleges may involve considerable time and personal effort. However, in the absence of any comprehensive published source of such information, there is no suitable alternative. Questions asked of colleges in a circulated questionnaire might be designed to elicit information of the following:

1. The college's degree of interest in foreign applicants in general and for specific academic majors.
2. The number and cultural distribution of foreign students currently enrolled at the college.
3. The number of foreign students normally admitted each year.
4. The use of TOEFL in the admission process--is a minimum score "cut-off" used?
5. Other required standardized tests and acceptable score ranges.
6. Admission selectivity (in percentages) for the freshman class and for students applying to particular programs such as engineering.
7. A complete description of the foreign student application procedure.
8. The financial aid policy and the availability of any special scholarships.
9. Documents and fees to be submitted.
10. A full statement of anticipated expenses per year, including personal living expenses; and the payment schedule.
11. State residency requirements (for public institutions).
12. The availability of summer programs and the college's policy regarding acceptance of transfer credits for summer study.
13. Pre-school or on-going orientation programs for foreign students.
14. The availability and nature of special foreign student services and organizations.
15. The college's familiarity with the writer's school's academic program and standards.

COUNSELING FOREIGN STUDENTS

A manual can provide general advice on visiting, essay writing and obtaining teacher recommendations, but only in a face-to-face counseling session can this advice be translated into practice (e.g., which teachers, in which academic fields, will provide the most appropriate recommendations, etc.). It is also in such a session that the counselor can best reaffirm the respective responsibilities and obligations of the school and of the student throughout the application process.

The best time to begin counseling is after enough specific objective information is available. This way, discussion of college plans can be both meaningful and substantive. As a minimum, counselors may wish to have the following before scheduling a conference:

1. The results of at least one junior-year SAT.
2. One semester's worth of grades.
3. Some indication of class rank.
4. A TOEFL score. (Either the institutional or international version can be used for purposes of advising, but the student should realize that in most cases, only the international score will be considered "official" by college admission officers.)

Also helpful at this time is a counseling form designed to help the student isolate and indentify important factors in his choice of colleges. Such a form might ask the student to select from and rate in importance some or all of the following factors: career goals, geography and climate, size, prestige, extracurricular interests, cost, special limitiations, parental interests, availability of specific majors, legacy relationships. Although these questions never have a definitive impact on the ultimate selection process, they encourage foreign students to focus on realistic college applications based on the intelligent consideration of many factors.

Two factors distinquish the tone and context of foreign student college advising. First is the desire to apply to only a very small number of the most prestigous colleges and universities in the United States. Sometimes this desire is expressed because a student's home country may officially "accredit" or recognize (perhaps for the purpose of permitting the export of native currency) only certain U.S. educational institutions. In other instances, of course, the pursuit of prestige schools stems from ignorance of other equally fine if not more appropriate possibilities, or simply from the desire for status. Whatever the motive, it is a factor the college counselor must be prepared to deal with patiently but firmly. Second, many foreign students are more deeply committed to specific career goals than are their U.S. classmates.

During the process of advising foreign students, the college counselors should emphasize, early and repeatedly, the importance of realism in making college choices. They must meet standards for admission in terms of overall scholastic record and testing results, including TOEFL. At the same time, it is helpful to de-emphasize, insofar as it is possible, the prestige factor. Likewise, counselors and admission officers should downplay the benefits of attending an independent school simply as a stepping stone into a prestigious college or university. College counselors should clearly inform all students and their parents that the school's major professional responsibility is to place all prospective graduates in the best, but also most appropriate, college or university consistent with the students' interests. Placement in an overly-competitive college would be a disservice to an unprepared matriculant. Consequently, a range of colleges, representing different degrees of admission difficulty, should be considered by all students. This protects the students' options and avoids possibly grave disappointment and recriminations in the spring of the senior year.

In this process of educating foreign students and their families about higher education in the United States, the college counselors can also point out the benefits of achieving academic distinction at a slightly less competitive undergraduate college. With this preparation, a foreign student might stand a far better chance of gaining admission to a high quality graduate school program where the most important career-related professional training will utlimately be acquired.

The junior year is the time to suggest a number of colleges which meet individual foreign student's criteria. After the students have had time to investigate the schools suggested, the counselor should schedule at least one other junior-year advising session. At this time he should point out the importance of visiting and interviewing at colleges and the ways to obtain application materials and to schedule standardized testing. If a given student's English competence appears to be questionable, the counselor may wish to urge him to enroll in an intensive summer program. Further, the counselor will want to insure that his office will receive copies of all TOEFL results including those from the junior year. The choice of CEEB achievement tests for foreign students should also be carefully monitored.

At the beginning of the senior year, it will be necessary to prune the list of suggested colleges based on the individual student's cumulative record at the end of the junior year. Consequently, another series of advising sessions will be necessary. At this time, a written checklist (containing instructions and timetables concerning correspondence, sending standardized test scores and other application materials, financial procedures, and obtaining teacher recommendations) becomes a real time-saver.

The fall is also the time when the counselor will have to deal with overly ambitious and unrealistic plans as kindly and firmly as possible. In some cases he may wish to compromise on extra applications for the sake of harmony and the student's peace of mind. Obviously it is always wise to have at least one relatively "safe" college in the choice profile. A counselor may, however, have to follow up closely on the applications to insure that the "safe" one is actually submitted. It would also be worthwhile to emphasize that the college advice offered is professional and that the school will not be responsible if classmates, parents or relatives are allowed to dictate college choices.

FINANCIAL AID

The availability of financial aid for foreign students is problematic at best, unless the candidate in an extraordinary one. This is largely due to the fact that the financial aid packages (including work study opportunities, guaranteed loans, and grants made available through BEOG and SEOG, etc.) are substantially funded by the United States federal government, which prohibits such aid from being made available to foreign nationals. If the need for financial aid is apparent, the best hope is that the counselor's own personal contacts with college admission people will provide a few clues as to the best places to start looking. This search may entail a great deal of communication with colleges to determine the possibilities at each institution. Generalizations about sources of financial aid for foreign students (as distinct from international students of U.S. citizenship educated abroad) are difficult to make, except that practically no such sources are readily available for the average student. However, some institutions which have clearly made a commitment to attracting and enrolling international students make their own financial aid resources available to strong foreign applicants. The needy, average student, is best advised to apply to less expensive public institutions.

COUNSELING FOREIGN PARENTS

Because much of the contact with foreign parents is necessarily at long range, it is helpful to write a form letter to them which embodies some of the basic principles under which the college counselor operates. If the foreign student population in a given senior class is small (say, less than a half-dozen), a personal letter may be appropriate. Although one may need to explain the realities of college admission to them in person, "going on the record" to establish the basic ground rules at the outset will help avoid the possibility of misunderstanding and subsequent hard feelings.

Face-to-face counseling sessions should generally be conducted in very plain and unvarnished English. Since foreign parents -- like a great many U.S. parents -- may occasionally tend to hear only what they want to, note-taking during conversation is a useful device for preventing misunderstanding.

If it is determined that parental college plans for a student are highly ambitious and exceed the student's current academic qualifications, a clearcut (preferably written) statement of the mismatch should be made as early as possbile. The counselor should, by all means, insist on a range of choices containing at least two relatively safe colleges, unless he is confident of his ability to place the student in April or May of the senior year.

Schools should inform the parents that the college advisor's professional qualifications include familiarity with all facets of the admission process, including the limitations on legacy connections and athletic ability in dealing with selective institutions. A counselor should not be reluctant to express his genuine concern for their child's welfare, even if it means telling parents very plainly that their plans are unlikely to bear fruit. It should be made clear that, although the counselor refuses to accept responsibility for failure if his advice is ignored, he will stand behind the student at all times in his attempt to obtain appropriate placement. Maintaining one's normal "sunny" disposition is obviously important, but candor, suitably softened, and consistency are recommended.

STUDENT IDENTIFICATION

Since many colleges now use social security numbers for student identification, and since some indicate that they will not process applications without them, foreign students should acquire a social security number. After obtaining and filling out the application card correctly, students may go individually to a nearby social security office. Otherwise, the college counseling office may simply collect application cards from all foreign students and mail them to the nearest office. In either case, it is probably sound practice for the school to make initial contact with social security office personnel.

To obtain a social security card, the student or the school must furnish, in addition to the application form, his passport containing a student visa stamp and I-94 card. Photocopies of the visa page and I-94 will usually suffice once social security office personnel understand your school's procedures. Since this process can take some time, it should be initiated early in the junior year, or immediately if the student enters as a senior.

STANDARDIZED TESTS

All foreign nationals regardless of their English proficiency should take TOEFL. As explained in Chapter IV, the Educational Testing Service (ETS) publishes two versions of this test, one of which -- the "Institutional" -- is available for school use "in house." The International version is available only under circumstances spelled out in TOEFL registration pamphlets and at certain places and times during the school year. TOEFL sites and dates are listed on the College Board testing calendar for the year, and special test centers and other testing dates are also available at extra cost if greater flexibility is required.

Since the International version of TOEFL is the one whose results are required by colleges, college advisors should concern themselves with both the scheduling of, and the registration for, this test. The optimum time for first scheduling TOEFL is at the end of a student's junior year in a U.S. school. If the results from this test are unsatisfactory, another administration is available in the fall of the student's senior year. One might note, however, that students do not normally improve significantly in their results unless they are willing to participate in an intensive summer English language program. Taking the International version of TOEFL more than twice is generally not recommended; too much familiarity with the test may cause colleges to question the validity of the later scores. Consequently, if student practice is desired, schools may wish to schedule one or more Institutional administrations during the junior and senior years.

Registration for TOEFL is normally a straightforward procedure once the forms have been obtained from Princeton. Careful examination of the completed registration forms is still advisable before mailing. Advice on the choice of test centers and dates may be necessary to coincide with convenient transportation arrangements and the possible need for overnight accomodations if the test center is not close enough to a school to permit morning travel on the test date.

Just prior to the test date, students should also be given ample time to obtain their passports and admission ticket for use in establishing personal indentification upon entering the test center. Without proper planning, a school or a student may find a passport unavailable when most needed because revalidation procedures have required it to be temporarily surrendered. Even school procedures for insuring the safekeeping of passports can cause problems if not properly anticipated.

Students should be made aware of the importance of reading the TOEFL Handbook for Registrants carefully once they receive their tickets. The methods and necessity of sending scores to colleges should also be explained. If a school normally records TOEFL, SAT and acheivement test results on transcripts, students must be alerted to bring their TOEFL score reports to the counselor once they have been received.

Scores may be sent to colleges in three ways. When they take the TOEFL, students may arrange to have scores forwarded directly by ETS. They may also send one of the score reports they receive themselves, or they may send a photocopy of one of these reports with the signature of the college counselor to validate its authenticity. The method for requesting scores to be sent from Princeton is similar to the method used to send College Board scores, and it employs the same set of college code numbers.

Students taking TOEFL should know that the scoring procedure is different from that used in other College Board tests in that guessing is advantageous. On the TOEFL, the student's score is simply determined by the total number of correct answers, without any adjustment for incorrect responses to inhibit quessing.

The use of TOEFL scores by colleges is a subject of great interest to secondary school college advisors. Although there are published guidelines recommending admission criteria to various college programs (see Appendix VA), experience in dealing with individual colleges is probably going to be the most accurate way to determine how a student's scores will be evaluated. As a rule of thumb, a student whose total TOEFL score falls below 550 should not expect to gain admission to the very selective colleges, unless he has some compelling extracurricular abilities or unless some other factor compensates in his favor.

For mathematically-oriented college programs such as engineering, the SAT quantitive score and specific achievement test results, together with the student's record in challenging math and science courses, may be more significant determinants of admissibility than his TOEFL score. How much below a TOEFL score of 550 a college will accept will depend on the student's overall record, the admission competition among foreign students, and other imponderables, including the "track record" that foreign students from given secondary schools have established at a specific college. Some state colleges and universities exercise firm TOEFL "cut-offs". Other institutions are more flexible and individualized in their approach. They may consider the applicant's chosen major, his record in school, and his inidividual performance in each of the three subtests of TOEFL.

SAT and Achievement Tests. Foreign students should also take the Scholastic Aptitude Test (SAT). If they have strong mathematical ability, the quantitative section of this test will serve to verify their academic record in math courses. Many foreign students, however, may have just as much difficulty with language on the math sections as they have on the verbal sections. It is therefore worthwhile to have them take the SAT at least twice in their last two years in a U.S. school. Although they may continue to score quite poorly in comparison to native students on the verbal portion of the test, their scores on the math section may improve considerably. An exact relationship between a non-native English speaker's SAT verbal and TOEFL scores may not be predictable, but one should not be surprised by a TOEFL score which is higher by 200 points. For a comparative study see the "Performance of Non-Native Speakers of English on TOEFL and Verbal Aptitude Tests", published by ETS in October, 1979.

A reasonable preparation for SAT is the PSAT in October of the junior year, followed by SAT in the winter or spring of the senior year. Of course, all testing (TOEFL, SAT, ACT, and Acievements) should be coordinated as an integral part of a school's college placement program.

The CEEB achievement tests should be taken by all foreign students applying to selective colleges. The same testing schedule prescribed for U.S. students can be followed. Foreign students who have received good training in grammatical usage may very well gain higher scores on the English Composition Achievement Test than they do on the verbal portion of the SAT. Such achievement - as in the case of good scores on the Test of Standard Written English (TSWE) - provides positive evidence to colleges that a student is competent in written expression if not in sophistication of vocabulary. Students with special competence in given subjects can obviously enhance their prospects of admission by scoring well on certain achievement tests, especially if the subject is one which they intend to pursue in college. In counseling students of limited capacity and achievement, the college advisor may decide to counsel against taking these tests.

For foreign students taking either the SAT or achievement tests, the college advisor should probably monitor the registration process with somewhat more care than in the case of domestic students. A brief group meeting might touch on the following topics:

1. The necessity of exact duplication of registration information for test administrations subsequent to the first, most especially in the spelling of the student's name.
2. Careful reading of the Student Bulletin published by the College Board.
3. Use of the correction form attached to the admission ticket.
4. Reporting of scores to colleges in the senior year.
5. Identification procedures at the test center if it is at another school. (Here, passports are indispensable and school letters are helpful.)
6. Scoring procedures and the advisability of guessing or not guessing on these tests.

The ACT Battery. For foreign students who plan to apply to private or public colleges in midwestern, southern and other selected states, the submission of results from the American College Testing Program Battery may be required. The test battery, although different in format and content from the SAT, performs much the same function for colleges in those geographic areas. Testing calendars do not conflict with those of the College Board. Information concerning the test may be obtained by writing to one of the ACT offices located nationwide. Procedures are somewhat different from those of the College Board, but they are equally subject to student error during the registration process and in the reporting of scores to colleges. Careful monitoring of the process for foreign students may consequently be well-advised.

Since the ACT battery contains four subject-matter tests and costs less to take, schools may consider recommending it for students whose abilities in specific subject areas may show to better advantage than in an aptitude test such as the SAT. One must, however, consult individual college requirements before inundating a foreign student in a sea of multiple-choice testing.

A Suggested Testing Schedule

Junior Year:

Fall (normally October)	---PSAT
Winter or Spring	---SAT ----Achievement Test (especially science and math) ---TOEFL(Institutional or International) ---ACT Battery

Senior Year:

Fall	---SAT ---TOEFL (International) ---Achievement Tests (sciences, math, and English if writing skills warrant) ---ACT Battery
Early Winter	--- Achievement Test (if needed) --- SAT (for one year students)

CREDENTIALS SENT TO COLLEGES

Written credentials for foreign students are basically the same as those for U.S. students, with the addition of items such as foreign transcripts, TOEFL scores and documentation of finances.

TRANSCRIPT INFORMATION. Guidelines for what should be included on a school transcript -- which really also includes the school profile -- are available from the National Association of Secondary School Principals (NASSP) in Reston, Virginia. A list of items which should be contained in a credential package include:

1. Student's full name (consistent with the name appearing on the applications), sex, birthdate, home address, current mailing address, etc.
2. Social Security Number of the student.
3. A listing of the student's courses and final grades for the grades 9 through 12, including any repeated years.

4. Indication of which courses appearing on the transcript are honors or Advanced Placement courses.
5. Standardized test results including ACT, and College Board SAT and Achievement test scores.
6. TOEFL scores, verified by a school signature if a copy of the student's score report is included.
7. Rank information -- cumulative if this is meaningful, though in the case of foreign students who have not been in a school for four years, it is unlikely to be so. In these cases, one should use year by year ranking and indicate a recognizable academic average, either by grade-point or numerical standards.

The School Profile. Information which should be included with a student's transcript but which might be better communicated on a separate school profile sheet should include the following:

1. Grade Distributions -- especially if the school does not rank students by their respective classes. Many selective colleges prefer grade distribution by subject, but certainly a grade distribution by department will suffice if there is ranking, either individually or by deciles and quintiles.
2. Academic average, median and grade-point distribution of the last year's senior class (by course or department) plus a comparison with a previous class or two.
3. Distribution chart of SAT and/or ACT scores of the current class, or previous class if the school waits until the end of a year to do this kind of breakdown. Also, if most students take College Board achievement tests, it will be helpful to include numbers taking each test, and the median and average scores in each.
4. List of course abbreviations which appear on the transcript.
5. A short description of courses which are offered at the school.
6 Explanation of what Advanced Placement courses your school offers and a distribution of AP examination results by exam for the previous year or for several years.
7. The school's College Board and/or ACT numbers.
8. Other information pertinent to a college's understanding of the school, its philosophy, curriculum and educational objectives and environment.

Supporting Materials

1. A school statement describing the student's academic and extracurricular performance and other achievements and experiences.

2. A list of the applicant's extracurricular activities if the school statement does not address this area of the student's life.
3. An indication of the student's immigration status.
4. Teacher recommendations, unless mailed separately.
5. An official record (preferably written in the original language, although official English translations may also be submitted) of work performed at schools which the student previously attended. This information may be recorded on the school's transcripts of course, but if the format of the foreign transcripts makes this difficult, it is better to send a photocopy of the foreign records. In any event, it is essential that the student's transcript be complete, so that a full four years of secondary school can be accounted for!
6. A copy of the student's letter of credit (see "Financial Documentation" below.)

Special Qualifications. Just as in the case of U.S. students, foreign students may possess special non-academic qualifications which may enhance their admissibility to selective colleges. Therefore, it is to everyone's benefit to establish a means by which these special abilities can be identified to the college advisor and to the colleges by the school. Normally it is advisable to permit teachers and coaches at a school to evaluate these qualifications and to communicate their assessments to their college counterparts. Some mention might well be made in the school's statement concerning a student who exhibited special ability. Artistic, dramatic, musical and athletic talents can best be demonstrated through portfolios, auditions and film clips, and these avenues should be pursued if a foreign student is intending to major or compete in one of these areas. Many colleges permit submission of non-academic credentials, and a special report of proven ability and potential is often helpful to an applicant. In all cases, the college counselor should be privy to the evaluation made by individual coaches and teachers. That way, the counselor can be sure that all college placement efforts, whether official or unofficial, are properly coordinated.

Likewise, if a school is supporting the admission to college of a foreign student who possesses a specific learning disability, the disability should be professionaly documented to account for any academic deficiency appearing on the transcript. Since very few foreign schools have engaged in this kind of testing, it may be necessary to have the student evaluated during his school stay in the United States. Such evaluations should preferably be conducted by an outside consultant. Of course, once any disability is suspected, the student's parents should be informed, and their written permission should be obtained before any special testing commences or results are released to other individuals or institutions.

Financial Documentation. Since most colleges will require a declaration of financial responsibility from foreign students and a letter of credit from some banking institution, it will be necessary to establish procedures for fulfilling this need expeditiously. The school may wish to include a suggested format for a letter of credit in its written manual for foreign students. In any case, senior foreign students should be instructed at the beginning of the year to obtain such a letter so it can be copied and included with other application materials. It will probably be more efficient for the college placement office to mail this letter along with the other credentials, but the student may prefer to send it with his application. Students should know that a letter of credit does not relieve them of the obligation to file a "Declaration of Finances" (see Appendix VB).

CHAPTER VI: IMMIGRATION

For the most part, this chapter outlines various immigration considerations that affect nonimmigrant students and the U.S. schools in which they are enrolled. A "nonimmigrant" is a national of a country other than the United States who is visiting this country for a specific purpose and period of time, after which he intends to leave. As appropriate, suggestions are made to help schools facilitate procedures and provide services of benefit to both the institutions and their students. Also discussed are the needs of U.S. students who reside abroad.

SOURCES OF INFORMATION

It is important for all schools to ascertain whether and in what manner they and their international students are affected by various statutes and federal regulations. Ignorance is not an acceptable excuse! At the same time, school personnel cannot be expected to wade through the plethora of relevant federal documents written in a technical language that occasionally defies comprehension by a layman. Consequently, the intent here is not to duplicate, but to highlight, many of the important points of immigration law and practice which are relevant to schools and nonimmigrant students in those schools.

To supplement this chapter, schools should consult the highly recommended and useful *Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars*, which is published and periodically updated by the National Association for Foreign Student Affairs (NAFSA). The manual provides comprehensive information on most immigration laws and procedures of interest to educational institutions enrolling nonimmigrant students. To keep abreast of current developments in the immigration field, schools can consult both NAFSA's

Newsletter for relevant articles and the occasional NAFSAgrams, which are normally circulated only to members when there is an urgent need to keep school officials informed of very recent or imminent modifications in law or practice.

School personnel are also well-advised to establish and maintain contact directly with colleagues in other schools and neighboring colleges and universities. Experienced colleagues can be an invaluable source of information and insight into the normal procedures and practices of local INS offices. To locate such individuals at the university level, one can contact the international student admission officer or the foreign student advisor.

In anticipation of possible emergencies, it may also be helpful to establish a relationship with an immigration lawyer. Again, colleges, universities, and a school's counsel can be consulted for names of reputable individuals.

Most important, of course, school officials should become personally familiar with the Immigration & Naturalization Service (INS) office having jurisdiction over their institution and nonimmigrant students. (See Appendix VIC.)

RELATIONS WITH INS

For schools having any significant numbers of nonimmigrant students, it is essential that someone make an effort to develop a good working relationship with the local INS office. Preferably, the designated school liaison, or foreign student advisor, should get to know someone at INS personally, so there will be a familiar and hopefully sympathetic resource available when a crisis strikes. It should be remembered that INS personnel are a school's best friends in such circumstances, but they also have a higher responsibility to uphold the law. Most INS officials are extremely helpful and well-intentioned, but in some offices and regions of the United States they may strike schools as being uncooperative and unresponsive to the predicaments of nonimmigrant students. In these instances, oftentimes INS officials suffer under the strain of insufficient staff support and a tremendous backlog of cases.

To preserve the school's and the foreign student advisor's credibility and integrity, it is essential that schools adhere strictly to INS regulations and procedures and respond expeditiously to official requests for information. Thus, when an unusual or unexpected situation arises, the INS office will be more likely to be receptive to a request for a solution that minimally inconveniences the school and the nonimmigrant student.

When in doubt, schools should always consult INS for an interpretation or guidance on how to handle a matter. Also, when special circumstances arise, they should present the case and intentions of the parties factually and as succinctly and objectively as possible. Statements should not suggest motives or actions, rationalize, or offer reams of explanation. If a situation appears at all suspect to INS, the likelihood of an adverse ruling is greatly enhanced. Most often, INS will render a favorable ruling when an honest mistake has been committed.

Local INS offices are the source of many of the standard forms (e.g., I-506, I-102) which must be filed by schools and nonimmigrant students. (See Appendix VIB for common INS forms.) These are made available at no cost to authorized institutions. Other documents (and most particularly Forms I-538 and I-20) are made available by the U.S. Government Printing Office.

INS charges no fees for processing I-20's, transfers and extensions of stay, but there is a nominal charge for changes of status processing.

Most routine immigration matters can be handled most expediously by mail. In special cases, it may be advisable to have a school official accompany a student in a visit to the INS office. If at all possible, an appointment should be made with the official who is personally known to the school. While anyone can expect to have his case dealt with merely by appearing during office hours, there may be extensive delays (and less chance of personal treatment) due to the volume of routine business.

NONIMMIGRANT CLASSIFICATION

There are approximately forty different nonimmigrant visa classifications utilized by the Immigration & Naturalization Service and the Department of State. (Classes are listed in Appendix VIA.) Most educational institutions, however, are primaily concerned only with two classes of students: F-1 and J-1.

Most common are F-1 visas obtained by nonimmigrant students who have been issued I-20 Forms (Certificates of Eligibility) by receiving institutions. J-1 visas are granted to exchange students, scholars, or faculty members who are to become affiliated with specific institutions or exchange programs in the United States. While educationnal institutions may be authorized to issue DSP-66 Certificates of Eligibility to their own prospective J-1 exchange visitors, in most cases J-1 students attending elementary and secondary schools enter the United States under the aegis of exchange programs such as the American Field Service, or Assist. In these cases, J-1 students are permitted to enroll at a school, yet they continue to be officially sponsored by an authorized agency whose established purpose is to serve as an intermediary for educational exchange opportunities.

Nonimmigrant students in different INS categories (e.g., A-2, C-3, or G-2) may also legally enroll in public and independent schools without involving the schools directly. In these instances, the pupils are normally dependents of foreign governmental officials or business employees; and the immigration responsibilty devolves on the spponsoring business, international agency, or institution, and the U.S. Department of State.

INSTITUTIONAL RESPONSIBILTIES PRIOR TO STUDENT ARRIVAL

At the outset, institutions must be authorized to issue eligibility forms (such as the I-20 Form to prospective F-1 students) and to enroll nonimmigrants. To receive F-1 students, a school must petitions INS by filing a completed Form I-17. Upon approval, the school is informed of the official school file number which is to appear on all I-20 Forms issued to accepted nonimmigrant students.

Institutions wishing to admit nonimmigrants under the exchange visitor (i.e., J-1) classification must file an exchange visitor program application (Form DSP-37) with the State Department, which alone has jurisdiction over all educational exchange programs. Since, in some respects, there is greater flexibility in the regulations and procedures governing J-1 visitors than those affecting F-1 students, some institutions, at least those in higher education, prefer to have students admitted to the United States on J-1 visas. Of course, an institution only has this option available if it is legitimately authorized to issue DSP-66's (Certificate of Eligibility for Exchange Visitor Status). The implication here is not to suggest that institutions may willy-nilly decide how to enroll a student. The conditions for authorization, whether it be to issue a DSP-66 or an I-20, are emphatic. These conditions should not be compromised. (Consult the NAFSA Manual describing the federal regulations respectively governing F-1 and J-1 authorization.)

Institutions assume very clear legal and ethical responsibilities when they issue Certificates of Eligibility. Schools are expected to fulfill both the content and the spirit of all relevant immigration laws and regulations. All information should be complete and accurate, and schools should insure that such forms are only issued to qualified individuals who meet established governmental and institutional, academic, financial, and personal qualifications.

Academically, it is incumbent on schools to obtain sufficient documentation to determine an individual's ability to handle the school's curriculum. Similarly, institutions should provide suitable programs (e.g., English as a second language) for incoming international students who initially may not be able to cope satisfactorily with the demands of the regular academic program. (For a discussion of these and other institutional considerations, see Chapters I, II, and IV.)

Financially, schools have an obligation to insure that arriving students have adequate means of support. It is wise practice to require an official statement of finances (bank letters, etc.) prior to issuing a Certificate of Eligibility. (Refer to more detailed information on this subject under "Finances" in Chapter II.)

Since governmental authorization to issue Certificates of Eligibility are granted to specific institutions, those institutions should under no circumstances divest or delegate their authority to others. All forms should be completed and originally signed by authorized school officials. No signed blanks should ever be mailed or entrusted to others serving as agents of the school. "Headhunters" should be avoided at all cost.

As in all educational undertakings, the personal integrity of the institution is at stake at all times. While technically the only ostensible consequence for malfeasance may be the loss of authorization to admit and receive nonimmigrant students, the damaging effect on the reputation of the individual institution and many others of its kind may be far-reaching and irreversible.

ADMISSION PROCEDURES FOR F-1 STUDENTS

Since most independent educational institutions at the elementary and secondary level are primarily concerned with F-1 nonimmigrant students, this section is intended to touch on the salient points of the admission and immigration process. Presumably, of course, the educational institution has already been authorized by the Immigration and Naturalization Service (INS) to admit F-1 students.

Issuing an I-20. The admission office (or other authorized school official) completes and signs all pertinent sections of an I-20 (Certificate of Eligibility) Form for an admitted nonimmigrant student. It is essential that all information relevant to the student (e.g., name, date and place of birth, citizenship and nationality) be accurate and consistent with what is found in the student's passport. The information on these two documents will invariably be closely checked by U.S. Consulate officials.

It is equally important that the I-20 accurately reflect the cost (per year, for a summer program, etc.) of an education (plus estimated personal expenses) at the admitting school. This information may have a bearing on the U.S. Consulate's determination whether a family can afford such an education for their child. In some countries, it may also affect the amount of money a government will permit to be sent abroad to support a given student.

Also significant is the school's description of the kind of academic program in which the student intends to enroll. The INS understandably presumes that the admitting institution has already evaluated a student's academic and language qualifications and has determined that he is an appropriate candidate for admission. However, a question, if not a legitimate concern, may arise if at the time of the interview, the U.S. consular official discovers that a student has very limited English language proficiency, while his I-20 Form indicates that he is to begin studies in the school's regular academic curriculum with no special English support.

Schools should also be assured of students' (and parents') ability and willingness to meet all educational and personal expenses without recourse to employment (which generally is prohibited). In addition, all students issued an I-20 must be enrolled in a full course of study. Those studying part-time must be reported and are likely to lose their F-1 student status.

For point by point guidance on how to complete an I-20 Certificate of Eligibility, as revised in late 1979, schools may consult The Form I-20 Revisited article printed in the April, 1980 NAFSA Newsletter. Upon completion, a copy of the I-20 (and of any other immigration documents) should be placed in a student's file for subsequent reference.

The I-20 should be sent well in advance. This is suggested because of the slowness of mails and the possibility of delays in the home country in gaining an interview with U.S. Consulate officials. In some countries, the processing time is minimal; in others, it can take months.

If an I-20 gets lost *en route* or does not arrive prior to the student's intended departure date from home, a school might be able to help the student obtain a temporary F-1 visa by directly contacting the U.S. Consulate in the student's home country. In some instances, a telegram (confirming the student's admission and indicating his name, address, birth date, country of birth and citizenship) may suffice.

Obtaining an F-1 Student Visa. The next steps are up to the admitted foreign national and his family:

1. Permission to Leave the Country: In some countries, students may be required to obtain permission from their own government to study abroad or to go overseas to pursue a certain course of study that is not offered in their home country. While schools are not in a position to take the initiative in facilitating this process, they may be asked to provide supporting information (such as a description of the student's intended program of studies) to assist the student in his appeal.
2. Completion of Form I-20A: With respect to gaining admission to the United States the student and his parents must complete page 2 of the I-20A Form (i.e., the first of the three attached sheets which constitute a complete I-20). The questions ask for information regarding the student's close relatives (both at home

and in the U.S.), ultimate educational objectives, and means of financial support while studying in the United States. Documentary evidence of such support is to be attached. The student retains a copy of the I-20A (i.e., page 5, which is a duplicate of page 2). This way he has a record of the information provided the U.S. government along with a statement of his responsibilities should he be granted an F-1 visa.

3. Valid Passport: The student's passport must be in order to obtain an F-1 visa. To qualify for admission to the United States, the passport expiration date must exceed the terminal date of the student's requested period of authorized stay by at least six months.
4. Visa Application and Interview: The student must obtain an entry visa to the United States (with some exceptions, e.g., Canada). Entry visas are required for all nonimmigrants (whether they intend to enter as tourists, exchange visitors, diplomats, etc.) prior to entering the United States under a specific INS classification (e.g., B-1, F-1, J-1, A, or G). Most desirable is a multiple visa which permits a student to enter this country an unlimited number of times prior to a specified expiration date. Entry visas are obtained from U.S. consular officials,and they are normally stamped in the student's passport.

When applying for an F-1 visa (by completing Form FS-259, i.e., an Application for Non-Immigrant Visa and Alien Registration), a student is normally interviewed by an official at the nearest U.S. Consulate. At the interview, the applicant must satisfy the official that

(a) he intends to study at the institution in the United States designated on his I-20.
(b) he possesses a bona fide and correctly completed I-20 from the receiving institution.
(c) he intends to return to his home country following the completion of his studies.
(d) he and his family have sufficient financial resources to support him (as well as all other family dependents) while he is in the United States.
(e) his passport is valid for the required period of time.
(f) he possesses sufficient English language competence and evidence of other educational preparation.
(g) he has provided whatever other documents (e.g., police certificates, photographs, evidence of a medical examination, etc.) and information which are required to establish his eligibility for an F-1 visa.

It is incumbent on the applicant, who is normally interviewed without the aid of family, to be sure that he possesses sufficient and appropriate documentation to convince the consular officer of his legitimate intentions and that he meets all of the eligibility requirements. The burden of proof rests solely on the student. By law, the consular official has full discretionary power to request information in support of an applicant's claim of eligibility. Moreover, although a student and a school can request consideration of an application, there are no means to appeal a visa denial. (See "Recourse in the Event of Visa Denial" below.)

While in the minds of some people the resons for a given visa denial may be questionable, consular officials do not have the legal right to make judgements regarding a student's academic or personal suitability to study at a particular institution. Such determinations are the sole prerogative of admitting institutions.

Recourse in the Event of Visa Denial. In some countries it may be difficult to obtain exit visas from a student's own government, and in others it may be comparatively difficult for a student to obtain permission from the U.S. consulate to enter this country.

In the first case, a school and the parents may have to make a special petition to the government of the home country, perhaps through one of its consular offices in the United States.

The latter case is not unexceptional in countries where (a) there is a great deal of interest in emigrating to the United States for both academic and personal reasons, (b) there are strict immigration quotas on the numbers of people that may be permitted to enter the U.S. from that country on a permanent basis, and (c) there may be a history of subterfuge by sufficient numbers of applicants who appear before U.S. consular officials with the apparent intent of entering the U.S. solely for academic reasons when their real objective is to become permanent residents.

In these countries, the burden of proof is definitely on the student applicant. If motives seem suspect, or if the applicant cannot produce satisfactory and sufficient evidence of his intent and financial support, his application will probably be denied. There is little opportunity for redress of grievances in these cases. Most often, the student applicant is advised to reapply after a given period of time.

To help avoid such a potential calamity, schools can help counsel prospective students and their families on how they might most effectively approach U.S. Consulates abroad when applying for admission as F-1 students. In particular, they should be advised of the kinds of questions that may be anticipated and the kinds of documentation that may be required by the visa-issuing officer. (See "Visa Application & Interview" above.)

While it may not result in a different resolution of a given case when a foreign national has been denied an F-1 visa, the student or another interested party, such as the school which issued the I-20, can question the decision. An applicant has a legal right to be advised of the reasons for denial and to be given an opportunity to offer supplementary evidence to establish his eligibility. On their part, schools may ask for an explanation or a review of a visa denial decision by petitioning the Visa Office of the Department of State:

Visa Office
State Department Annex II
515 22nd Street, N.W.
Washington, D.C. 20520
(Telephone: 202-632-1972 or 1975)

This office, in turn, will contact the appropriate U.S. Embassy or Consulate, requesting an explanation. However, this process frequently consumes a great deal of time.

This is an appropriate juncture to point out what may not be obvious: that nonimmigrant students and schools are working with two distinct governmental functions and bureacracies when it comes to the admission of foreign nationals into the United States. Initially, it is the sole province of the U.S. State Department which staffs the visa sections of U.S. consular offices abroad. Consequently, State Department personnel determine whether a prospective student will be granted entry to the United States. Upon arrival and during his stay in the United States, the student's relationship is with the INS, which enforces all relevant immigration regulations and statutes. For the most part, schools are understandably concerned with INS; however, they also have a vested interest in how their school is perceived by U.S. consular officials abroad.

Entering the United States. A student possessing a valid F-1 visa can enter the United States up to several weeks in advance of the arrival date specified on his I-20. If he attempts to enter after that date, he may well be denied entry until he receives a new I-20 (bearing a later date) or notification, perhaps through a U.S. Consulate, that the school has confirmed the validity of the original I-20 beyond the expiration date. To avoid complications, students should not wait until the last moment to enter the United States.

When a prospective student enters the United States, he completes an I-94 Form (i.e., an Arrival-Departure Record) which is subsequently stamped by the immigration official at the port of entry and stapled into the student's passport. Before doing so, the INS official checks the student's passport, his visa, and I-20 Form. Following the student's admission to the United States, the official forwards the I-20A (i.e., the first sheet of the I-20 form) to the INS office having jurisdiction over the school the student will be attending. Normally, he also forwards the I-20B (i.e., the second sheet) directly to the school as notification of the student's arrival. The I-20B should be filed with the student's permanent records maintained by the foreign student advisor on all matters relative to maintenance of visa status.

If a prospective student arrives at a port of entry in the United States without an I-20, but he has in all other respects met F-1 visa requirements, the INS official may allow him permission to enter the country on a temporary basis (i.e., 30 days) in order to commence his studies at the school designated on the visa stamp (and acceptance letter, telegram, or other evidence of intent) in his passport. If such temporary entry is granted, the student is given an I-515 Form (Notice to Student or Exchange Visitor), which informs him of his temporary status and the need to forward his I-94, the I-515, and an I-20 (completed by the school and the student) to the appropriate INS office within thirty (30) days.

Duration of Authorized Stay. The I-94 (which the student should keep in his passport as proof of his permission to remain in th United States) only authorizes the student to attend the institution named on the form for a specified period of time. Some I-94's contain a D/S (meaning "duration of status") designation which means that the student is permitted to remain as long as his status, as defined by the conditions under which the F-1 visa was granted, does not change. Normally, however, students are authorized to study in this country for periods up to one full academic year. If such a student wishes to remain beyond the expiration date on his I-94, he is obliged to apply fo an extension of stay. If he leaves the United States, say during summer vacation, the student would follow the procedures fo re-entry rather than applying for extension of stay.

STUDENTS' AND SCHOOLS' OBLIGATION AFTER ARRIVAL

Maintaining Individual Students Records. Since there are a number of very important details and procedures (and occasional emergencies) that require careful attention and more than amateur familiarity, school should find it immensely helpful to designate one member of the faculty or staff to handle all immigration matters. For convenience, some schools have found it useful to collect and keep all passports, International Certificates of Vaccination, and other immigration documents in the school's safe. This makes it possible for the foreign student adviser or other staff member to consult relevant documents when needed. It also avoids loss, confusion, and panic on the part of students; for, the school can stay on top of all situations well in advance of possible crises. At certain times, it is essential that secretarial resources be availble.

For reference purposes, schools would be well-advised to maintain a separate record of all relevant immigration information on each student. That way, all information is consolidated in one place, and school personnel are not dependent on the availabilty of passports at times when students must have them in their personal possession. Appendix VID contains a "Foreign Student Registration Form" used by one school for this purpose.

No Shows and Changes in Status. Schools must file a report with their local INS office if a student arrives in the United States, but does not report to the school within 60 days of the registration day specified earlier on the I-20. Schools must also report any change in the student's status: e.g., if he withdraws or completes the prescribed course of study, or if he is no longer a full-time student or is not meeting the school's attendance requirements.

In all of these cases, schools can most conveniently use the student's I-20B Form, which should have been received from INS shortly after the student's arrival in the United States. If necessary, a letter or school-designed form containing all pertinent identifying and explanatory information is an acceptable substitute. For a model of an I-208 substitute, refer to "Departure Data for Foreign Students", Appendix VIE.

Passport Expiration and Revalidation. Students, with the school's help, must insure that their passports remain valid. To remain in status as an F-1 student, a passport may not expire while they are in the United States. Normally, foreign nationals can have their passports revalidated by officials at foreign consulates located in major cities throughout the United States. To maintain proper status according to United States INS guidelines, passports should be revalidated sufficiently in advance of established deadlines (normally 15-30 days prior to the expiration date appearing on the I-94) for requesting extensions of stay, schooltransfers, etc.

It should be noted that entry visa dates (see the red and blue U.S. State Department visa stamp in the student's passport) may expire without penalty during the student's stay in the United States. These visa dates are only relevant when a foreign national wishes to enter the United States or its Territories from a foreign country.

Alien Address Report. All aliens, excluding those in the A and G classifications, must annually complete and file an Alien Address Report (Form I-53) during the month of January. This can be most conveniently accomplished by obtaining the form from the nearest U.S. Post Office or INS office. While seldom enforced, regulations also require filing other reports every three months and within ten (10) days of any change in address.

Reports to Foreign Consulates in the U.S. Students from some countries are required to file regular reports with one of their consulates in the United States. Normally, these consulates require some kind of statement regarding the student's satisfactory academic performance, but the requirements differ with the country involved. In some instances, a school has a very clear investment in insuring that these reports are properly filed, since they may have some bearing on the release of funds for the students' educational and personal needs.

Some countries may also require that their students seek special permission or fulfill other requirements prior to (a) being permitted to enter the United States, (b) returning home with the intention of coming back to school, or (c) leaving the United States temporarily to visit another country during a vacation period. Consequently, the school may have to become familiar with the regulations and procedures of other nations as well as those of the United States.

Proper Completion of INS Forms. Schools should be sure that all INS forms (e.g., I-20, I-538, I-506) are properly completed and filed for foreign nationals transferring in or out of their school and for those students whose immigration classification needs to be changed or updated.

WHAT TO DO WITH A STUDENT WHO ARRIVES ON A TOURIST VISA

Sometimes a foreign national may want to study in the United States but may first wish to visit several institutions before making his decision. In such cases, he would be unable to enter on an F-1 visa which assumes that an institution has already been selected. Furthermore, no I-20 Form would be involved.

In these circumstances, the student should so inform the U.S. consular official and request permission to enter the United States as a "prospective student" under the B-2 INS classification. However, the words "prospective student" must appear on the student's visa and I-94 card. Consequently, the student should be sure the INS official at the US port of entry includes those words. Without them, the prospective student may either encounter considerable difficulty in obtaining a change to F-1 classification, or, more likely, he might be required to leave the country and petition a U.S. Consulate to be admitted according to the normal F-1 classificaiton process.

Once a school has been selected and he has been enrolled, the B-2 "prospective" student must file for and receive a change to F-1 status to remain at the school. (See "Change of Classification" below.)

In some countries, the U.S. Consulate may receive many requests by individuals wishing to enter the United States on B-2 "prospective student" status. Consequently, an official may require evidence of the student's serious intentions, since the

Consulate may feel that inordinate numbers of so-called "students" use this pretext to gain unlawful entry into the United States. Under these circumstances, a student would be well-advised to be able to produce correspondence (perhaps even copies of applications) with U.S. schools to establish his credibility with the consular official.

In other countries, prospective students may encounter considerable difficulty obtaining visas of any kind. In some cases, F-1 visas are granted only sparingly, since historically, considerable numbers of such students have either permanently emigrated from their homeland to the United States or have had insufficient financial support available to defray their educational and personal expenses. Both situations contravene the conditions for granting F-1 student visas. For the same reasons, students--of a certain age or grade level--from the same countries may even have difficulty obtaining a B-2 tourist visa.

CHANGE OF CLASSIFICATION

If a foreign national intends to become a full-time F-1 student, yet entered the United States originally under a different classification (e.g., B-2 "prospective student"), he must file a request for a change of classification with the INS office having jurisdiction over the school where he intends to study.

The school and the student must complete and file both an I-20 Form and an I-506 (Application for Change of Nonimmigrant Status) Form along with the appropriate processing fee and the student's I-94 taken from his passport. Passports should not be sent to INS.

SCHOOL TRANSFERS

Regular Transfers. When an F-1 student desires to transfer from one school to another, Forms I-20 and I-538 (a green form used for transfer, extension of stay, and employment requests) must be completed and submitted along with the student's I-94 (not his passport). There is no filing or processing fee.

The school to which the student wishes to transfer issues an I-20. The student completes page 2 or I-20A (i.e., the back side of the first of the three sheets which constitute an I-20) plus Parts I and III of the I-538. The school the student was last authorized to attend and from which he now wishes to transfer must complete and sign Part IV of the I-538.

The appropriate forms are submitted to the INS office having jurisdiction over the school from which the student wishes to transfer. To facilitate processing, it is essential that all documents be sent together, so it is advantageous for someone at the school in which the student is currently enrolled to coordinate and handle all of the required paperwork. Otherwise, the student may find himself out of status and subject to possible deportation proceedings.

It should be remembered that the mere filing of proper documents to INS does not legally effectuate a transfer. They simply constitute a request; permission must be granted directly from INS.

Transfers During Absence From the United States. The normal process cited above for requesting permission to transfer from one school to another only applies if an F-1 student continues to remain in the United States. If the student leaves the country say, during a vacation period, when the transfer is to take place, he merely uses the I-20 from the new school to enter the United States. Of course, his F-1 student visa must be in order.

Summer Study at Another Institution. It is not necessary to notify the INS or to file an I-538, etc., for a student undertaking summer work at another institution between spring and fall sessions at the school where he is normally enrolled on a full-time basis. However, such notification is necessary in two other situations involving summer work.

If a student is terminating his studies at one school (whether withdrawal, dismissal, or because the program has been completed) and intends to undertake summer study at another school, the normal requirements for institutional transfers apply. Two applications for transfer would be required in an instance where a student terminates at one institution, takes a short-term summer program at a second school, and enters a third institution to continue studies in September.

INS also requires that institutional transfer procedures be followed in the event that a student participates in a summer program (perhaps an intensive English course) in one school before undertaking full-time (September-June) studies at another school. While the ultimate objective is the second institution, the student should first enter the United States with permission to study at the school offering the summer program. Towards the end of that program (and within 15-30 days of the expiration date of the authorized period of stay indicated on the student's I-94), an I-538 (completed by the student and the summer school official) and an I-20 (issued by the school receiving the student in September, and completed on page 2 by the student) should be sent to INS along with the student's current I-94.

Approval of Transfers. When a transfer or extension of stay is approved, the student receives his I-94 back in the mail with an annotation of the approved transfer (or extension) on the reverse side.

EXTENSION OF STAY

A student wishing to remain at an institution beyond the authorized period of study must apply for an extension of stay within 15 to 30 days of the expiration date appearing on his I-94. To obtain an extension, the student (and a school official) completes and files Form I-538 with the local INS office, along with his I-94 (not his passport). To certify the student's full-time academic standing, ability to meet his financial obligations, and compliance with all other conditions relative to being permitted to remain in the United States as an F-1 student, INS may require the student and the school to submit Form ER 540 (Addendum to Application Form I-538) or other materials. As with original visa applications, a student's passport must be valid for at least six months beyond the requested extension period.

If the student submitted all of the required materials within the specified period of time, his status as an F-1 student remains valid during the processing period although the original I-94 expiration has passed. Upon approval, the I-94, duly annotated with a new expiration date on the reverse side, is mailed to the student.

LEAVING AND RETURNING TO THE U.S.

Departure to Enter on Proper Status. If a student enters a school on improper immigration status (such as on a B-2 without the "prospective student" notation) or fails to keep his status in order according to INS regulations, he may be required to leave the United States by INS and to reenter on proper status. Such students need not necessarily return to their home countries. While there is no guarantee of obtaining permission to enter the U.S. on an F-1 visa from countries other than the one of the student's official residence or citizenship, oftentimes students can do so by making proper application through any United States Consulate abroad.

Obviously this can be a costly venture, since students must travel to and from a foreign country. Many students expect it may be easily accomplished by making a quick trip to Canada or Mexico. These students should know that Canada, for one, has established very strict immigration regulations of its own which may prevent nationals from certain countries from entering Canada and using it as a means of resolving their U.S. immigration difficulties. While students from some countries do not need visas to enter Canada, many others do. Canadian Consulates can furnish a list of those countries for which an entry visa is not required. To be permitted to enter Canada from the United States on a visa, a foreign national who is a student must possess a currently valid I-94 (i.e., the expiration date has not passed), a valid F-1 student visa, a new I-20 issued by the educational institution in which he intends to continue his studies, and a valid passport.

The only other way to enter Canada is to apply to a Canadian Consulate in the U.S. for a tourist visa and to show evidence (e.g., an airline ticket) to the Canadian immigration officials of the intention to depart from Canada directly for a foreign country other than the United States. In these cases, the I-94 and I-20 requirements cited above would not apply.

If a student intends to go to another country, other than Canada or his home country, in order to enter the United States on proper status, it would be wise for the student or his school to make a few phone calls before making travel plans. First, he should contact a consulate or the embassy, located in the United States, of the country to which he intends to travel. The purpose here is to ascertain what special documents or procedures are required of a third country foreign national to enter that country from the United States. Second, he might telephone the U.S. Consulate or Embassy located in that country to determine whether he can anticipate complications or a warm reception by the visa-issuing office.

Barring unforseen difficulties, in all of these cases, students apply for an F-1 visa as if they were entering the United States for the first time. Consequently, all of the normal procedures apply: passports and U.S. entry visas must be in order, and students must possess a properly completed I-20 form (Certificate of Eligibility) from a duly authorized educational institution.

Vacationing Temporarily in a Foreign Country. Oftentimes, students may wish to travel to other countries during school vacation periods. If so, they should know that from an immigration point of view, their F-1 student status may be revoked as soon as they leave the United States. Normally, a student will have to relinquish his I-94 (Arrival-Departure Record) at this time.

As indicated above (see relevant comments in "Departure to Enter on Proper Status" section), students should be aware of the immigration procedures applicable to entering countries (e.g., particularly note Canada) for vacation periods away from studies in a U.S. school.

Whenever a foreign national leaves the United States for a short period of time with the intention of returning to resume his studies, he should take with him a new I-20 which is properly completed by his school. It would also be advisable for him to carry a notarized letter from the school in which the school head makes some comment on the status of the student at his school (academic performance, number of years in residence, social and financial considerations, etc.). Such a letter need not be long, but it should serve as evidence of the student's serious intentions at the school.

When a student returns home for a lengthier period of time between school sessions, such as during summer vacation, it may be advisable for the student to take copies of his academic reports from school with him, particularly if he must reapply for F-1 student status at a U.S. Consulate in his home country. (Note: There is no need for a student to contact the U.S.

Consulate if his passport contains an unexpired multiple visa stamp authorizing his study at the same institution). This is especially advisable in countries where vast numbers of students are applying to enter the United States as students and where the incidence of visa denial may be relatively high.

EMPLOYMENT

For the most part, foreign nationals who are legally in the United States to study on F-1 status are prohibited from working off-campus for compensation, unless they are involved in an approved practical training program at the university or postgraduate level. In hardship cases, sometimes INS will permit such work necessitated by unforseen (at the time of admission to the United States) economic circumstances. There are also provisions for allowing gainful on-campus employment which may or may not be part of a student's academic program, without the need to obtain INS approval.

In many cases, specific INS approval must be granted before an F-1 student can accept employment. Application for permission is made by filing Form I-538. If permission is granted, the student's I-94 is appropriately annotated.

It would be advisable in all cases to consult an official at the local INS office since it may be unclear whether (a) permission might be granted under certain circumstances or for specific types of employment, (b) INS approval is required in a given situation, or, most importantly, (c) pre-university students qualify for permission to work authorization under current INS and other governmental regulations. Legally employed foreign nationals should consult the Social Security Administration and the Internal Revenue Service pamphlets listed in the bibliography for information regarding the financial obligations to the United States.

USING THE "GRACE PERIOD" TO RESOLVE AN IMMIGRATION PROBLEM

While it is incumbent on all school and foreign nationals to be vigilant in insuring that all forms are filed in a timely fashion and that deadlines do not lapse without filing for visa renewals, occasionally the INS "grace period" can be helpful in resolving some immigration difficulties. This "grace period" is not an integral element of INS policy, but normally a period of up to 30 days is permitted by many INS offices before official action is instituted with respect to delinquent individuals. For instance, INS will normally allow up to about 30 days for "voluntary departure" after the expiration of an I-94. This may be useful when unexpected contingencies arise, or when a student is discovered to be out of status within a month of the close of an academic term, following which he intends to go directly home.

To save a lot of unnecessary paperwork for both the school and INS, it would most likely be more convenient for all concerned to take advantage of the "grace period". Under the above circumstances, a school would issue a new I-20 to the soon to be departed student who would follow the normal procedures for reentry into the United States after his sojourn abroad. It is essential, however, that the school and student be acting in good faith. Furthermore, it would be advisable to contact the local INS office to explain the student's immigration predicament and to receive guidance on how to proceed in individual cases. The law should never be knowingly ignored or circumvented.

DEPORTATION AND APPEAL PROCESS

The reasons for possible deportation are too numerous and the process too complicated and legalistic to explain in a chapter concerned primarily with an overview of immigration matters. However, students and schools need to be aware that aliens can be deported on a number of grounds, including (a) failure to comply with the conditions of their nonimmigrant status, (b) criminal activities, and (c) unlawful entry (including misrepresentation of facts to obtain a nonimmigrant student visa).

Similarly, schools and students should know that an established appeal process is available to them in the event of adverse INS rulings. In other than straightforward cases involving requests for reconsideration of an application, institutions would generally be well-advised to suggest that students employ the services of an experienced immigration lawyer to handle all matters pertinent to appeal proceedings. Legal counsel should also be available to assist in cases where a nonimmigrant student must appear in court as a result of any criminal offense, such as petty larceny.

MISCELLANEOUS ITEMS

Replacement of a Lost I-94. Since it serves as the primary evidence of a nonimmigrant's authorization to remain in the United States for a specified period of time as long as his status is properly maintained, a lost I-94 should be replaced as soon as possible. To replace an I-94, the student completes and mails Form I-102 (Application by Nonimmigrant Alien for Replacement of Arrival Document). When received, the new I-94 should be stapled in the student's passport, and the passport should be returned to safekeeping.

INS Checks on F-1 Students' Status. As a general rule, a school periodically receives requests by the local INS office to confirm (and, where appropriate, to explain changes in) the status of randomly selected F-1 students attending that institution. Schools are asked to provide the information requested and to return the form within five (5) days of receipt.

INS Requests for Additional Information. If a student or school provides incomplete information (such as failure to complete Form I-20A establishing the means of financial support) on an application form or other official document, INS will normally return the original materials along with a cover sheet indicating what needs to be furnished before processing can be completed.

Student Interviews at INS. If the proper procedures are followed, normally all INS processing can be most effectively handled by sending the appropriate documents through the mail. However, sometimes it may appear more expeditious to visit the INS office personally. Likewise, in certain circumstances, INS may require a nonimmigrant student to appear for a personal interview. Such an experience can be intimidating, especially for a young foreign national who lacks confidence or has little knowledge of English. For the sake of providing personal support and to insure that the student fully understands the reasons for the substance of such an interview, the student would undoubtedly greatly appreciate the presence of a familiar face from school. In highly technical matters, such as those involving appeals or deportation proceedings, immigration counsel should be present.

Follow-up on INS Processing. If a student does not receive a reply (to an application, for instance) from INS within four to six weeks of submitting all of the required documents, he and the school should contact the local INS office. While there may be good reason for a delay, it is also possible that the materials have been lost or misplaced. Such a situation might seriously jeopardize a student's status. If so, the school can refer INS to the dates indicated on copies of the documents in the student's file. If necessary, copies can be forwarded as evidence of compliance with INS regulation.

U.S. STUDENTS LIVING OVERSEAS

International students who are living abroad or who are permanent residents of Puerto Rico or other U.S. Territories are not subject to U.S. regulations affecting nonimmigrant foreign nationals. However, more than one school official has, to his subsequent embarrassment, issued an I-20 Form to these students only to be surprised to receive a rather terse letter from the accepted student's family informing the school that their son or daughter is a United States citizen. One unnamed administrator likewise was informed by an irate Caribbean islander that his child would not require special English classes since the language had been spoken there since the British established sovereignty in the 17th Century. Sometimes ignorance is not bliss!

A school's obligations to U.S. citizens with foreign addresses should not be slighted. These students' passports, visas, and immunization record (for some areas of the world) need to be carefully scrutinized. Otherwise, they may not be able to return to their families as expected during vacation breaks. Sometimes, a period of several months is consumed securing the necessary papers or completing a series of immunizations required by the foreign country in which the U.S. student resides with his family. Therefore, while normally these students are only too well-aware of the requirements for going to and from home, it would be extremely helpful for someone at their school to be apprised of the necessary procedures. At the very least, someone should assist them for such assistance would be appreciated.

A CHECKLIST TO FACILITATE IMMIGRATION MATTERS

(1) Inform the faculty that student immigration needs represent a special responsibility for the entire school community. Immigration matters require proper handling and faculty need to be sensitive to the individual student's concerns and bring them to the school's immigration specialist. Besides the obvious humanitarian reasons for assisting international students through the morass of immigration procedures and responsibilities, schools have a real stake in their students' welfare. In very practical terms, schools can lose students through deportation if matters are not properly attended to. In addition, schools' professional reputations are susceptible to injury.

(2) Communicate to students the school's willingness to provide guidance and assistance in loco parentis since it is aware that they may be intimidated by imigration considerations or feel incompetent (perhaps due to insufficient English language proficiency or lack of understanding) to manage their own affairs.

(3) Designate one member of the school staff to become familiar with and to handle all immigration related matters. This individual should remind students of their responsibilities and should have authority to call on the services of other school staff (e.g., infirmary personnel for immunizations, the academic dean for reports of satisfactory performance, the business manager for documentation of financial integrity, and the school official serving as guardian to sign immigration forms). This person should also have available sufficient secretarial assistance, a notary public (preferably at the school) and an immigration lawyer.

(4) Keep a sufficient supply of INS forms (particularly Forms I-20, I-538, and I-506) on hand.

(5) Always keep copies of completed immigration forms (I-20, I-538, I-506, I-94, etc.) and related correspondence in students' files. There may be a need to establish the fact and dates of having done something important.

(6) Establish an in-school system for continually monitoring and updating students' immigration statuses. Keep students' passports and other important papers in the school safe and/or maintain a complete record of all immigration related information on each student. (See Appendix VID).

(7) Be sure that the immigration specialist at the school establishes a personal relationship with someone at the local INS office and with other governmental agencies and offices with which there will be a regular need for communication regarding students' needs.

(8) Arrange for international students to obtain social security numbers. This is essential for all non-immigrants legally engaged in gainful employment. Some banks and colleges also require them for recording purposes.

(9) Have the family of each nonimmigrant student provide the school with appropriate evidence (certified bank statements, etc.) of the extent of their ability to support their son or daughter during their stay in the United States. This information is usually required as supporting documentation when filing the I-20A form. Without this information, the immigration process may be unnecessarily delayed while forms are sent abroad for completion.

(10) Have international students' families make known to the school someone who resides in the United States who can act as a guardian in cases where an official signature is needed in a hurry. As an alternatice, obtain parental permission for a school official, such as the head, to serve in this capacity.

(11) Determine what requirements U.S. citizens, who live overseas with their families, must fulfill to maintain thier proper status with respect to a foreign government.

(12) Assist foreign nationals in meeting the on-going requirements (e.g., periodic academic or other reports) of their own government in order to remain outside their home country.

(13) Be sure that all nonimmigrant students fulfill their obligation to file reports on their current address in the United States.

(14) Develop a checklist (to be distributed initially by the Admission Office) for parents and nonimmigrant students explaining:

(a) the procedures and requirements for obtaining an F-1 visa, and

(b) the attendant resposibilities and conditions of being admitted to the United States as an F-1 student.

(15) Keep abreast of immigration developments through contact with experienced colleagues and through reading professional publications.

***

International students can bring enormous benefits to an academic community. It is also true, as this handbook has demonstrated, that their presence can produce some burdens.

Do the benefits outweigh the burdens? Do the profits justify the costs? This is a judgment that each school must make for itself. It would be dishonest for the various authors and sponsors of this handbook to pretend that there is nothing difficult or complicated involved in maintaining an international student body. Indeed, it would be counter-productive to do so as our purpose is to confront candidly those difficulties and complications in an effort to make the task easier for those who care to take on the job.

In the final analysis it is not the fact that burdens exist which should lead to the decision to seek international students. It is the ability of the individual school to deal with those burdens, in light of all that international students have to offer a community. It is hoped that this handbook will be helpful to those who are deciding as well as to those who have already decided.

APPENDIX I: INSTITUTIONAL COMMITMENT

A. Philosophy/Policy

1. What is your school's policy regarding the education of international students? Who creates this policy? Trustees, Head, Faculty?
2. How is this policy communicated to students, faculty, and trustees?
3. Why is your school enrolling international students? What specifically does your school hope to gain from their presence?
4. How much of the rationale of admitting international students is based on economics?
5. To what extent do you expect foreign nationals to accommodate themselves to your school? In what ways is your school willing and able to accommodate itself to the needs of your international students?
6. Who is consulted prior to a decision to increase international student admission? How much influence does each constituency wield?

B. Student Body Composition

1. Does your school actively recruit international students? If so, how do you allocate your admission? Do you seek a geographical or language balance?
2. Is there a number or percentage of international students which is too many for your school? If so, why?
3. What is the largest number of international students from any particular country that you want to have in your school? Why?
4. Are there countries from which you do not want to have students? If so, why?
5. Is there a limit within your school on the number of American students living abroad that you would like to have in your school?
6. What number and cultural mix of foreign nationals is ideal for your school? What factors allow your school to achieve this mix or prohibit your school from doing so?

C. Admission Requirements

1. Do you have special admission criteria for international student applicants? What are they? Who determines them? Are they clearly described in the school's literature?
2. To what extent are clear admission guidelines to your school really possible given the distance, the difference in systems of education, the lack of an interview, and the absence of any sort of personal written statement?

3. Given college placement considerations, should you admit foreign nationals for only one year?
4. Should a foreign national only be admitted to your school for a minimum number of years (e.g., 2 or 3) in order to properly benefit from your curriculum and to guarantee reasonable college placement?
5. Under what circumstances and by whom is summer work prescribed or required prior to entry?
6. Will you find it necessary to charge an extra fee for the international applicant to cover the cost of extra programs, services, and personnel?

D. Evaluation Criteria

1. How can you best determine the English proficiency of international candidates before making an admission decision?
2. How do you evaluate credentials from a foreign school?
3. What other methods do you use to determine that a foreign national is suited to your school and its curriculum, and that they are appropriate for him?
4. Do you use the SSAT (or SAT) concurrently with SLEP (or TOEFL) in the admission process? How is this to be done most efficiently?
5. Are sample essays written by admission applicants? Are they trustworthy or of any use?
6. Who (ESL teacher, foreign student advisor, other specialists, plus admission personnel) is involved in determining which international applicants are suitable for your school?
7. Do you screen your international students adequately in the admission process? What mistakes have you made in the past? How might you have avoided these mistakes?

E. Evaluation of Performance

1. How do your admission and academic offices effectively communicate with your faculty regarding the reason for success and failure of international students in your school? Are there special channels for communicating about international students?
2. How do the members of your admission office communicate with your international student population?

F. Recruitment

1. What are the responsibilities of an admission office to the international student public?
2. How can you best convey the nature of independent secondary education, your particular school, and the post-secondary educational opportunities in the United States?
3. What types of special mailing materials, letters, forms, etc., has your admission office developed for international student inquiries and applications?

4. What means do you employ to attract international applicants? Should others be explored?
5. Do you have a systematic recruiting program that keeps you in touch with all the international markets on a continual basis?
6. Do you have an adequate budget for international travel?
7. Does someone in your office have an up-to-date passport and visa for international travel?
8. How can a school identify contacts within this country to help enroll international students?
9. Do you subscribe to publications which help identify international as well as American markets overseas?
10. What is your master plan for the next 5, 10, and 15 years, relative to the enrollment of students from various markets, the international sector being one?
11. Would it be valuable to develop a parent-alumni network overseas to help identify, interview, and enroll foreign and American students?
12. When talking with international applicants, what do you present as advantages and disadvantages of education in this country and at your school?
13. What do you say to international applicants about chances for college acceptance at specific schools? Do you ascertain specific college goals of such students? How do you gauge realistic aspirations and encourage realism before acceptance of a student?

C. Financial Aid

1. Does your school award any scholarship aid to international students?
2. If no direct financial assistance is available, may foreign nationals earn a portion of their tuition through work-jobs on campus?

II. CURRICULUM

A. Requirements

1. How does your school determine what academic requirements are appropriate for international students?
2. What usual curriculum requirements, if any, are international students exempted from (e.g., foreign languages, U.S. history, religion, distribution requirements)?
3. If requirements are different for international students, are those differences clearly understood by your faculty?
4. Do you award a school diploma or a certificate of completion to foreign studets? Why?
5. Should ESL replace some regular English requirement?
6. Should ESL replace the foreign language requirement?

7. Should credit be awarded for satisfactory completion of all courses or should international students be offered and required to take some courses on a non-credit basis?
8. Are the school's academic requirements, and credit (and non-credit) and diploma policies, pertaining to international students clearly delineated in writing and made available to them prior to enrollment?

B. Academic Program

1. How do you determine an appropriate course of studies for a foreign national? Who makes this decision in your school?
2. For course placement purposes, what procedures, tests, etc., are employed to determine an entering student's level of academic achievement in various subject areas?
3. Will SLEP help with course placement? What other tests or means are used to determine English language proficiency?
4. Has the school arranged an academic program which insures that each student will have achieved reasonable English proficiency by the time he graduates?
5. What special courses (for credit, not for credit) are suitable, helpful, or necessary for foreign nationals other than an English as a second language program?
6. Should special sections or courses (e.g., in U.S. history) be established to accommodate international students?

C. English as a Second Language (ESL) and English Testing

1. Should your school have an ESL program?
2. How do you set up an ESL program?
   (a) What materials are most helpful?
   (b) Where do you go for other resources?
   (c) How do you build orientation and cultural content into ESL courses?
   (d) How much progress can students be expected to make in given amounts of time and at different levels of proficiency?
3. Do you have English competency levels for international students?
4. Are there reliable ways of exempting a new foreign student, regardless of grade level, from ESL prior to matriculation?
5. Following an ESL program in the first year of attendance, how are international students mainstreamed into the regular English program (e.g., by grade level, or by other criteria)?
6. How do you counter the isolating effect of an ESL program?
7. What department is responsible for the ESL teacher? English? Foreign Language? Other? What does your ESL teacher think of the arrangement?
8. How can a school arrange a balanced ESL program which insures that students are not over-exposed to ESL and under-exposed to the target language as it is spoken?
9. Should ESL be offered as a full credit course or should it be taught as a special tutorial session?

10. Should the school set up a special course, in addition to an ESL course, to prepare students for the TOEFL?
11. How does TOEFL preparation fit into ESL teaching?
12. When should foreign students take TOEFL for best results? How many times should they take it?
13. How do you teach students from different linguistic and cultural backgrounds in the same class?

D. Grading Policy

1. Should a teacher scale his grading for an international student enrolled in a regular course in view of his handicap with English?
2. Are dual standards for grading employed? Does this create any problems with the student body? How is grading resolved if left to individual teacher discretion?

E. Learning Problems

1. Has the school arranged a course load for international students which can be modified as needed?
2. What sort of tightrope should one walk between having international students repeat work they have studied in a foreign school and advancing in a discipline where the medium of instruction (a foreign language) makes learning difficult?
3. How do you differentiate between learning difficulties due to a student's lack of proficiency in English and a genuine disability?
4. What happens (and how does it get verified) when an international student is found to have some form of learning problem? Do you have special academic programs designed to help?
5. Do you know resources which can explain differences in learning styles due to cultural considerations? How are teachers made aware of such possible differences?

F. Class Mix

1. Is care taken to scatter international students or to cluster them throughout courses (other than ESL)? What is the rationale for your practice?
2. What effect, if any, does the presence of international students have on other students (or vice versa) in the same classes?

G. Summer Work

1. Under what circumstances and by whom is summer work prescribed or required prior to entry?
2. What kind of summer work would be most valuable?
3. How is the value of prescribed summer work assessed following matriculation?

4. Are special, required summer reading lists from English or other departments prepared for foreign students? With what goals?

H. Evaluation of Performance

1. How do you evaluate the success and appropriateness of your school's curriculum for international students?
2. How do you communicate the quality of international students' academic and social performance to the students and their parents?

III. CROSS-CULTURAL SENSITIVITY

A. Orientation

1. Should the school set up a special orientation program for international students? What should be the specific goals of such a program?
2. Has the school arranged:
   (a) an informed orientation program -- particularly in the areas of ethics and morals? Does the orientation facilitator have sufficient knowledge of the students' cultural values?
   (b) a social, historical, and cultural orientation program?
   (c) some deliberate sensitizing of its faculty -- particularly English teachers -- towards the special needs of the foreign national?
   (d) a means for making the student body accepting of international students?
3. What elements are essential for an effective orientation program?
4. Should you attempt to share and learn from international students' cultures? How?
5. Is there any follow-up during the year to the orientation program?
6. How is the success of the orientation program evaluated? When? By whom (e.g., faculty, American students, international students)?
7. Does your school bring in speakers on international education?

B. Advisors

1. Do you have an international student advisor in your school? Full-time? Part-time? What are his duties and responsibilities? If not, how are advisors for international students selected?
2. Has the school considered a "big brother" program, using U.S. students who are interested in other cultures?

3. Does your school point out the faculty member who is in charge of international student welfare or do the students seek him out as they need him?
4. Does each international student have a special advisor or tutor to provide personal and academic support?

C. Social/Housing

1. How are your international students housed? Are nationalities housed in the same units? Do they have U.S. roommates?
2. To what extent are international students able to assimilate into the broad spectrum of activities within your school? What limits do they experience? How do you evaluate their social experience at the school?
3. Do you have special social programs for international students?
4. Does the school believe in arranging some means of encouraging international students not to form ethnic blocks in dining halls? If so, what are those means?
5. What are the special social needs of Americans who have been living abroad?
6. How can cross-cultural mixing be facilitated?
7. How do you take advantage of or benefit from the presence of foreign nationals in your school community?

D. Vacations/Host Families

1. To what extent should a school be involved in finding accommodations for international students during long vacation periods?
2. Where will your international students be during the vacations and breaks when your school is empty?
3. Do you have a homestay program for vacation periods? Whom do you use: alumni, parents, local citizens, etc.?
4. Is someone in your school responsible for handling international students' travel plans?
5. Are international students and their parents clearly informed about the school's policies and limits of responsibilities in these areas?

E. Special Needs

1. What provisions are made for special food for international students? Should special provisions be made at all?
2. List five special needs that an international student might have in his first week at your school. How does your school address those needs?
3. Has the school arranged for some consideration of the spiritual needs of international students (e.g., religious services or excuses from them)?
4. Does your school have any problems with particular cultures regarding

(a) intellectual honesty/cheating?
(b) use of teachers for extra help?
(c) exceptional loss of face if not achieving at the top?
(d) acclimation to course mechanics and grading styles and standards?

5. Do you find it easier to accommodate students from certain cultures? Why? What are you doing to make the "assimilation" less difficult for your school and for students from other cultures?

IV. COLLEGE PLACEMENT

A. Student Applications

1. How many applications should you permit international students to file? More than our American students?
2. Is there any way to prevent or minimize unrealistic applications, particularly in large numbers, by foreign nationals who are simply unfamiliar with the process of admission in this country?
3. How do you educate foreign parents about U.S. colleges--that there are others besides Harvard and M.I.T.?
4. How should foreign students and their families be counseled regarding the college admission process in the United States?

B. College Interest/Appropriateness

1. Where do you find information on the attitudes of colleges regarding international student recruitment? Which ones are actively interested? Which ones are mildly interested? Which ones are interested only in the best candidates? Which colleges have specific programs for international students?
2. Is there any information available on the size and composition of international student populations in state universities? Private universities and private colleges?

C. College Admission Requirements

1. Where can you find general admission requirements for admission to colleges and to specific programs?
2. Do U.S. colleges and universities look for the same kinds of qualifications (e.g., personal character, academic performance, athletics, special interests, extracurricular activities, out-of-school involvement) in international student applicants as in domestic applicants?
3. Is there any source from which we can find out what specific TOEFL score cutoffs are employed by specific colleges?
4. Are college admission requirements more or less stringent for international student applicants?

5. How should you counsel international students regarding the relative importance of academic and non-academic considerations in the college admission process?
6. Should foreign nationals take both the SAT and TOEFL? If so, what relativee weight do colleges place on TOEFL and SAT verbal scores?
7. Should CEEB Achievement or other tests be taken?

D. Information to Colleges

1. What kind(s) of information and documents do American colleges and universities want from international student applicants?
2. How can you most effectively present transcript information on international students to U.S. colleges?
3. How can you best present information to colleges documenting an international student's financial responsibility?
4. What sort of balance between academic performance and extracurricular activities should be presented to colleges to aid in admission?
5. Should your school develop any special format or provide any different kind of information to more effectively represent and support international student applications to U.S. colleges?

E. Financial Aid

1. Is there financial aid available for international students? If so, how and where can you find out what institutions might be likely to have some?
2. What kind(s) of financial aid are generally available/unavailable to international students?

F. Special Issues

1. Should international students be permitted to read their recommendations if domestic students can do so under privacy legislation?
2. What happens when it is concluded that an international student is not college material or faces an unfavorable outcome due to academic probation part way through the year? What are the school's obligations to colleges and to the Immigration and Naturalization Service?
3. Should you read all student applications before they are mailed or only those of students whose English is weakest?
4. How much help may ethically be given an international student in filling out his applications? In writing essays?

V. OTHER MATTERS

A. Faculty & Staff

1. Have faculty and staff members been specifically recruited and

selected because they possess the kind of training and experience needed to meet the needs of the international students in your school?

2. Does your faculty include foreign nationals or U.S. citizens who have lived abroad in the midst of a different culture for a significant period of time?
3. What efforts are made in your school to counter the sometimes powerful influences which can isolate ESL and other teachers who work primarily with international students?
4. How does your school equitably assign faculty duties and class loads while keeping in mind the special role that ESL teachers, international student advisors, etc., often play in the lives of their students?
5. Is it clear to all faculty who is responsible for those matters (e.g., immigration, counseling, travel plans, vacations, etc.) pertaining to international students? If these responsibilities are shared, how are they coordinated?
6. What efforts are made to sensitize faculty and staff to the special needs of international students?
7. How, and to what extent, are the faculty and staff involved in formulating and implementing policies and programs relative to developing or maintaining an international student body in your school?

B. Immigration

1. Is there someone in your school who is directly responsible for all the documentation relative to international students?
2. Does your admission office know where the Immigration & Naturalization Service office is that has jurisdiction over your school?
3. Has anyone in your office or school visited the INS office?
4. Do you have a supply of the various immigration forms on hand to facilitate the reporting that needs to be done during the year?
5. What immigration regulations should a school that enrolls foreign students be aware of?
6. What kinds of documentation responsibilities may foreign students have to their own consulates in the U.S.A.? What should school officials, or a foreign student advisor, be aware of in this respect?

C. Miscellaneous Items

1. Should foreign students obtain social security numbers for identification purposes? If so, how do they go about it?
2. Are you aware of the fund raising implications of having an international student body?
3. What professional resources do you (or would you like to) have at your disposal if you encounter a new "problem" related to foreign students?

Note: In their original form, these questions were prepared by the Task Force on International Students in Independent Schools for use at its all-day workshop at the 1980 NAIS Annual Conference in New Orleans, Louisiana.

APPENDIX II A: SUMMARY OF EDUCATIONAL EXPERIENCES BY YEARS

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Foreign Student Office
Northwestern High School
Adelphi Road
Hyattsville, Maryland 20782
Phone 779-7466

Summary of Educational Experiences By Years

Print your name in full ____________________ ____________________ ____________________
(First Name) (Other Name) (Family Name)

Date of Birth ____________________ Place of Birth ____________________ ____________________ ____________________
(Month, Day, Year) (Town or City) (Province) (Country)

Length of School Year in your Country ____________________ to ____________________
(Month) (Month)

1 Academic Year ________, 19 ___ to ________, 19 ___ (month) (Month)	2 Your Age	3 Year in School	4 Grade Standard	5 Kind of School: Primary, Elementary, etc.	6 Certificates; Graduations
, 19 to , 19		Pre Primary			
, 19 to , 19		Pre Primary			
, 19 to , 19		1			
, 19 to , 19		2			
, 19 to , 19		3			
, 19 to , 19		4			
, 19 to , 19		5			
, 19 to , 19		6			
, 19 to , 19		7			
, 19 to , 19		8			
, 19 to , 19		9			
, 19 to , 19		10			
, 19 to , 19		11			
, 19 to , 19		12			

State briefly your educational plans for the future, ____

____

____

1. What U. S. Immigration visa classification do you have?

Nonimmigrant

Student "F"____________________ Visitor "B-2"____________________

Diplomatic "A-1" or "A-2"____________ International Organization "G-4"____________

Exchange Visitor "J"____________________ Other____________________

Immigrant

Permanent Residence ____________________ Alien Registration Number ____________________

Petitioner for Immigrant Status, If Applicable

Petition approved: Date approved ____________ Petition not yet approved ____________

2. What is to be the source of your financial support for educational and living expenses?____________

____

3. How long have you studied English? ____________________

4. If you are living in the United States, how long have you been in this country? ____________

________________________ ________________________

Name Address

________________________ ________________________

Date

____

Phone:____________________

Note: These forms were provided by Beatrice M. Mountjoy, Foreign Student Specialist, in Prince Georges County, Maryland.

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Foreign Student Office
Northwestern High School

Explanation and directions to complete summary of your educational experiences by years.

As you complete the attached form, please consider the following:

Use ink and print very legibly.

Read through all directions before starting to fill in the attached form.

Because we are interested in learning as much as possible about your complete academic background, we ask that you follow carefully the directions given below with regard to your school attendance showing when you started school, how far you went, the classes you attended, the kind of schools you attended, the certificates you earned, the examinations you passed, and your graduations.

Be certain to give the information as it pertains to the system of education in the country in which you attended school.

You must complete this form line by line putting one year of schooling on each line. Also, account for any gaps in your education.

In Column 1 fill in your academic years, that is, write in the appropriate month and year on each line for every school year you attended. Be certain to include any pre-primary years of study.

In Column 2 write your age. Perhaps you were five years old when you went to school for the first time, so write five on the first line. Continue by putting your correct age for each grade you attended.

Column 3 represents the actual years you attended school. Be certain to indicate any pre-primary years of study. Your first year of study is No. 1, your second year is No. 2, etc.

In Column 4 write for each school year the standard, grade, form, or class, which identifies that particular level. For example, your 8th year may be called Form 11; cinquième; Enseñanaza básica, octavo año; Class VIII; 2nd year, first cycle; Matayom Senior 1, etc. Do not list your grades as 1st grade, 2nd grade, 3rd grade, etc. unless that is the way in which they are designated in the country where you attended school for those years.

In Column 5 write the kind of school you attended such as Kindergarten, Scuola materna, Przedszkola, Ecole maternelle, Escuela de párvulos, Nepiagogeion, Ecole primaire élémentaire, Beit sefer vesodi, Scuola Elementare; Chung-sin Kuo-min hsueh-hsiao, Escuela primaria, Primary school, Volksschule, Higher primary school, Scuola media, Instituto tecnico, Mittelschule, Colegio, Lycée, Secondary school, Escuela de magisterio, Licea ogólnoksztalçace, Gumnasion, Mesai technikai scholai, Kodeung hakkyo, Grammar school, etc. Be certain to give the kind of school as it is called in the country where you attended that school.

In Column 6 write the name of any examination(s) you passed or certificate(s) you obtained at the end of that school year. For example, if you passed an examination or received a certificate at the end of elementary school write: First School Leaving Certificate, Certificate d' etudes primaires élémentaires, Examen de ingreso, Licenza elementare, Examen d' entrée en sixième or whatever is applicable in your case. Likewise, if you received a certificate during secondary school such as the West African School Certificate, Baccalaureat 1, General Certificate of Education, Secondary School Certificate, Indian School Certificate, Leaving Certificate, etc., be certain to record it beside the year in which it was received.

Elementary students must return this completed form to the school principal. Junior high school students and senior high school students must return the completed form to the school counselor. Principals and counselors must send the completed form to Mrs. Beatrice Mountjoy, Foreign Student Specialist, International House, Northwestern High School, Adelphi Road, Hyattsville, Maryland 20782.

IMPORTANT

A certified English translation of your transcript and the original transcript of all school attendance must accompany this form.

APPENDIX II B: EDUCATIONAL ORGANIZATIONS OVERSEAS

European Council of International Schools (ECIS)

Dr. W. G. Mattern, Executive Secretary
19 Claremont Road
Surbiton, Surrey KT64QR ENGLAND
Tel: (01) 390-0077

* * *

Association of International Schools in Africa (AISA)

Mr. Richard Chesley, President
P.O. Box 1014
Adis Ababa, ETHIOPIA
Tel: 443178, 445463

* * *

Maghreb Association of International Schools (MIAS)

Mr. James Cope
American Community School of Tunis
American Embassy Tunis
Department of State
Washington, D.C. 20520
Tel: 902-517

* * *

Near East-South Asia Council of International Schools (NESA)

Dr. Stanley Haas, Executive Director
24 Kalisperi Street
Acropolis, Athens, GREECE
Tel: 9215170

* * *

Association of American Schools in the Republic of Mexico

Mr. Gerald Selitzer, Director
American School of Pachuca
Apartado Postal 131
Pachuca, Hidalgo, MEXICO

* * *

Association of American Schools of Central America

Dr. Donald Kingsbury, President
Lincoln School
P.O. Box 1919
San Jose, COSTA RICA
Tel: 33-77-33

APPENDIX II C: CREDENTIAL EVALUATION ORGANIZATIONS & SERVICES

Association of Columbian and Cambean American Schools

Dr. W. Cary Anderson, President
Colegio Panamencano
Apartado Aereo 522
Bucaramanga, COLOMBIA, S.A.
Tel: 63150, 63140

* * *

Association of American Schools of South America

Dr. Robert C. Pickering, Superintendent
American Elementary and High School
Caixa Postal 7432
01000 Sao Paulo, BRAZIL, S.A.
Tel: 240-3537

or

Mr. James Reid, Executive Secretary
American Community School
Andres Ferreyre 4073 - la Lucilla
Buenos Aires, Argentina
Tel: 797-5151 or
797-5100

* * *

Credential Evaluation Service, Inc.
P.O. Box 24679
Los Angeles, CA 90024
Tel: (213) 475-2133

* * *

Education International
50 Morningside Drive
New York, NY 10025
Tel: (212) 662-1768

* * *

Foundation for International Services, Inc.
P.O. Box 230278
Portland, OR 97223

***

International Consultants Inc. of Delaware
914 Pickett Lane
Newark, DE 19711
Tel: (302) 737-8715

***

World Education Services, Inc.
Old Chelsea Station
P.O. Box 745
New York, NY 10011
Tel: (212) 679-0626

APPENDIX II D - CHECKLIST FOR PLANNING A SUCCESSFUL INTERNATIONAL ADMISSION TRIP

Dr. John Harrington
Director of Admissions
Pine Crest School
Fort Lauderdale, Florida

Calendar

Plan day off every week in hospitable hotel with pool and favorite beverage service.

Check calendar of local holidays. "Eid" example. Moslem weekends. Longer international school holidays.

Airline Schedule

Plan arrivals and departures to get most amount of appointment times per day.

Plan flow of travel itinerary to get best airline price and to use stopover privileges.

Consult knowledgeable travel agent. Has your agent ever booked a trip to the areas you plan to visit? Book on reliable airlines.

Always reconfirm each portion of airline travel. Try to use international carrier with many international offices as the first airline for ticketing. You may need their help.

Expect the unexpected: flight cancellations and time changes, overbooking (arrive at the airport very early). Fly first class in the Middle East and South America to preserve your seat from bumping.

Hotel Selection

Select for good switchboard service and location (no bridge tolls to get to it) near areas convenient to schools you plan to visit and to families who may be visiting you. Although it may seem to be "Ugly American" to use American chain hotels, they are more likely to have the reliable services you need.

Tip telephone operators on all shifts or at least be very complimentary to them over the telephone and with the front desk assistant manager. Telephone operators are very likely to deny you are registered!

Prepay first night to protect against unexpected late arrival and overbooking. Awful if you advertise hotel and aren't staying in it. Take confirmation slips with you.

Select the design of the room so that a sitting area can be arranged for visitors.

Determine if the hotel has reasonable food and laundry service. Never trust a two-day laundry service.

Travel Documents and Visa Requirements

Some areas require 6-8 weeks in advance for visa requests. Others can be granted at the airport on arrival--but rules change often. Best to have visas in advance of departure.

Gainful employment restriction in some countries means that you should not be "selling" anything. You are only giving advice and counsel. You are a teacher.

Take six extra passport photos with you and a copy of your birth certificate.

Countries, Saudi Arabia for example, require an invitation from a local corporation to gain a visa. You will need a copy of the letter or Telex number and date with your visa application.

Certain health shots are required or encouraged for various areas. Check with your local public health office and with the embassy of the country you plan to visit. Be sure to have the shots posted officially in your international health booklet. Some shots must be spaced (typhoid) and so you can not get them at the last moment before departure. Some last only a certain amount of time. Consult your physician.

Pay a visa service to handle your visa arrangements. A fee is charged for the service but it is well worth the money. Travel Agenda of New York City is a good service.

Publicity

Newspapers: announce your visit in papers most likely to be read by the economic class that can afford schooling abroad. If you only want students with fluency in English, don't advertise in papers that are in the local language.

Advance mailings: postcards to current and former parents, alumni, branches of international banks, U.S. embassy and consulates, inquiries (filed by country).

Some countries, Kuwait for example, do not want their students enticed away to foreign high schools. You should not publicize your visits as an attempt to gain native students.

Schools: reconfirm your arrival and dates of stay by cable just before departure from the U.S. Do give the schools the courtesy of a cable notification if your plans change.

Equipment and Materials

Send extra copies of your brochures in advance to the schools you plan to visit. That will save excess weight in your baggage.

Slide projector: If you count on getting a projector from the local international school, you give up the flexibility of showing slides in homes and in your hotel room. Find a model (Rollei for example) that will fit into your briefcase (Hartmann for example) so that you do not have to trust airplane baggage.

Also take along adapter plugs, voltage regulator (or buy machine with built in regulator), extra bulbs and fuses and extension cord.

Take along your own office supplies such as paper clips, rubber bands, pens, legal pad, yearbook. It will be cheaper to bring your own personal reading materials than to buy them in another country.

Currency

Buy a small amount at airport exchange desk or international department of local bank before departing so that you can pay taxi and tip baggage handler at airport and hotel. Buy more at bank, avoid hotel cashier or shop. Keep in mind that banks close for holidays and weekends. Save enough to pay taxi to airport, baggage tip and airport departure tax.

APPENDIX III: UNAVOIDABLE ACRONYMS

This list was mainly compiled by NAFSA. It is helpful to those dealing with international students.

NAFSA	National Association for Foreign Student Affairs
	NAFSA Section
FSP	Field Service Program
AID/NAFSA	Agency for International Development/NAFSA Liaison Committee
COOP	Cooperative Projects Program
ADSEC	Admissions Section
ATESL	Association of Teachers of English as a Second Language
CIEP	Consortium of Intensive English Programs
CAFSS	Council of Advisers to Foreign Students and Scholars
COFSESS	Committee on Foreign Students in Elementary and Secondary Schools
COMSEC	Community Section
SECUSSA	Section on U.S. Students Abroad
	Working Terms
ALIGU	American Language Institute, Georgetown University; also a standardized test devised by the American Language Institute
ASA	Adviser to U.S. Students Abroad
EFL	English as a Foreign Language
ESL	English as a Second Language
FSA	Foreign Student Adviser
SSAT	Secondary School Admission Test
SLEP	Secondary Level English Proficiency Test
SSS	School Scholarship Service
TEFL	Teaching of English as a Foreign Language
TESL	Teaching of English as a Second Language
TOEFL	Test of English as a Foreign Language
	Organizations
AAIE	Association for the Advancement of International Education
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AAI	African-American Institute
AASCU	American Association of State Colleges and Universities
ACE-IEP	American Council on Education-International Education Project
ACPA	American College Personnel Association
ACTFL	American Council of Teachers of Foreign Languages
AFS	American Field Service
AMIDEAST	American-Mideast Educational & Training Services (formerly American Friends of the Middle East)

AID/OIT	Agency for International Development/Office of International Training
APGA	American Personnel and Guidance Association
ARAMCO	Arabian American Oil Company
ASSIST	American Secondary Schools for International Students and Teachers
CASE	Council for Advancement and Support of Education
CEEB	College Entrance Examination Board, also known as College Board
CIEE	Council on International Educational Exchange
COSERV	National Council for Community Services to International Visitors
ECIS	European Council of International Schools
EIL	Experiment in International Living
ESU	English-Speaking Union
ETS	Educational Testing Service
IA/TF	InterAssociational Task Force on Legislation concerned with Foreign Students and Scholars
ICA	International Communications Agency
IIE	Institute of International Education
INS	Immigration and Naturalization Service
ISS	International Student Service
LASPAU	Latin American Scholarship Program of American Universities
NACAC	National Association of College Admissions Counselors
NAIS	National Association of Independent Schools
NASSP	National Association of Secondary School Principals
NLC	National Liaison Committee on Foreign Student Admissions (composed of members of AACRAO, CEEB, CGS, IIE and NAFSA)
MEP	Midwest Evaluation Project
NEP	Northeast Evaluation Project
NSA	National Student Association
SEP	Southern Evaluation Project
TESOL	Teachers of English to Speakers of Other Languages
USEC	United States Educational Commission
USEF	United States Educational Foundation
USIA	United States Information Agency (in U.S.)
USIS	United States Information Service (outside U.S.)

APPENDIX IVA: ENGLISH PROFICIENCY AND PLACEMENT TESTS

Note: The following material has been excerpted from a list of "Tests of English as a Second Language" prepared by the Test Collection office of the Educational Testing Service in February 1977. The full list, which can be obtained directly from that office, also contains descriptions of tests appropriate for adult learners and for determining language dominance in a bilingual context.

****

Comprehensive English Language Test for Speakers of English as a Second Language: Listening by Dale P. Harris, Leslie A. Palmer; c. 1970; Grades 9-16 and Adults; McGraw-Hill Book Company.

> Measures the ability to comprehend short statements, questions, and dialogues as spoken by native speakers of English. Designed for use in programs of English as a second language on the intermediate and advanced levels.

Comprehensive English Language Test for Speakers of English as a Second Language: Structure by Dale P. Harris, Leslie A. Palmer; c. 1970; Grades: 9-16 and Adults; McGraw-Hill Book Company.

> Tests the ability to manipulate the grammatical structure occuring in spoken English. Designed for use in programs of English as a second language on the intermediate and advanced levels.

Comprehensive English Language Test for Speakers of English as a Second Language: Vocabulary by Dale P. Harris, Leslie A. Palmer; c. 1970; Grades 9-16 and Adults; McGraw-Hill Book Company.

> A test of understanding of the kinds of lexical items which occur in advanced English reading. Designed for use in programs of English as a second language on the intermediate and advanced levels.

English Phonemic Unit Production Test (Revised) by Rudolph V. Skoczylas; c.1972; Grades K-13: Rudolph V. Skoczylas, 8495 Gary St., Gilroy, CA 95020.

> Designed to measure production of especially difficult English sounds. Test is orally administered, and a cassette tape is provided.

Examination for the Certificate of Proficiency in English by J.A. Upshur, R.H. Thrasher, M.W. Spaan, A.S. Palmer; c.1953-present; Grades 10 and over; English Language Institute, University of Michigan, Follett's Michigan Book Store, Inc., 322 South State St., Ann Arbor, Mi 58104.

An English proficiency test which yields scores on conversational grammar, vocabulary; substitution, vocabulary; selection, and reading comprehension.

Ilyin Oral Interview by D. Ilyin; c.1976; Ages 18 and above; Newbury House Publishers, Inc., 800 Brazos St., Austin, TX 78701.

Assesses an individual's ability to understand and speak intelligibly in a picture-controlled situation. To take the test the individual needs to understand basic question words, sentence patterns, and rhythm and intonation patterns using noun, verb, and modification structures usually taught in the first stages of any intensive ESL program.

Linguistic Capacity Index by Frederick Brengelman; c.1964; Grades 1-3; Southwest Educational Development Laboratory. See address above.

Subscores are: Vocabulary, Contrastive Phonology, and Contrastive Grammar.

Michigan Oral Language Productive Tests-Comceptual Oral Language Test by John C. Larson, Dustin L. Decker; c.1970; Ages 4-6; American Council on the Teaching of Foreign Languages. Materials Center, MLA-ACTFL, 62 Fifth Avenue, New York, NY 10011.

Designed to assess the ability to solve problems and think in terms of basic concepts in mathematics, science and social studies. The student responds non-verbally with a pointing response and verbally by explaining his answer in standard English. The discrepancy between the non-verbal and verbal score indicates the degree of the pupil's handicap in oral production of standard English.

Michigan Oral Language Productive Tests-Structured Response Test (ACTFL Edition) by Richard C. Benjamin, Ralph F. Robinelt, Helen Corney, Barbara Stovall, c.1970; Ages 4-6; American Council on the Teaching of Foreign Languages. See address above.

Designed to assess the child's ability to produce standard grammatical and phonological features when he speaks. The test was designed for children who used to learn English as a second language or standard English as a second dialect.

Michigan Test of English Language Proficiency by John Upshur, Leslie Palmer, John Harris, Geraldine May; c.1965; Grades 13-16 and over; Follett's Michigan Book Store. See address above.

An English language proficiency test which yields scores on grammar, vocabulary, and reading comprehension.

Oral Language Assessment for Diagnosis and Planning; c.1975; Grades Preschool and above; Marysville Reading-Learning Center, 11th Avenue and Powerline Rd., Olivehurst, CA 95961.

This form is intended to aid teachers in rating pupils' receptive and expressive language competencies. Form is in English and Spanish.

Structure Tests - English Language, Advanced by Jeannette Best, Donna Ilyin; c.1976; Grades 7-12 and Adults; Newbury House Publishers, Inc..

Assesses knowledge of the structure of English in context. Test can be used to measure achievement or for purposes of placement.

Structure Tests - English Language, Intermediate by Jeannette Best, Donna Ilyin; c.1976; Grades 7-12 and Adults; Newbury House Publishers, Inc..

Assesses knowledge of English structure in context. The test can be used to measure achievement or for purposes of placement.

Structure Tests - English Language, Beginning by Jeannette Best, Donna Ilyin; c.1976; Grades 7-12 and Adults; Newbury House Publishers, Inc..

Assesses knowledge of English grammar in context. The test can be used to measure achievement or for purposes of placement.

Test of English as a Foreign Language; c.1963-Present; Grades 11-16 and Adults; Educational Testing Service for the College Entrance Examination Board.

Subscores are Listening Comprehension, English Structure, Vocabulary, Reading Comprehension, Writing Ability. Institutional testing program which is administered 3-4 times per year. Designed to evaluate English proficiency of foreign students as part of the college admission procedure.

Test of Proficiency in English: Listening; c.1973; Ages 9-12; National Foundation for Educational Research, N.F.E.R. Publishing Company, Ltd., "The Mere," Upton Park, Slough, Bucks, Great Britain.

This battery is designed to assess the English proficiency of those children whose native language or dialect is different from the English required in school. Listening skills assessed include: discriminating the sounds of

English, recognizing and understanding spoken English words, understanding well-formed spoken English statements, questions and instructions, following and understanding an extended piece of spoken English, and responding appropriately to significant variations in the spoken language.

Tests of Proficiency in English: Speaking; c.1973; Ages 9-12; National Foundation for Educational Research. See address above.

This battery is designed to assess the English proficiency of children whose native language or dialect is different from the English required in school. Skills assessed are: production of English sounds, correctly applying the English words appropriate to particular communication tasks, construction of well-formed statements, responding to the speech of others, and matching speech to the demands of different situations.

Tests of Proficiency in English: Writing; c.1973; Ages 9-12; National Foundation for Educational Research. See address above.

This battery is designed to assess the English proficiency of children whose native language or dialect is different from the English required in school. Skills assessed are: forming the letters of the English alphabet, correctly applying English words appropriate to particular communication tasks, constructing a variety of well-formed English sentences, constructing a coherent paragraph in English, and varying language in accordance with the demands of different situations.

APPENDIX IV B: CASE STUDIES OF INTERNATIONAL STUDENTS' EXPERIENCES IN THE UNITED STATES

Case Study #1 - Understanding American Friendship

I have found out some very interesting and funny things. The American girls here have strange behavior and the relationships between them always change. Their affections and feelings are variable. Sometimes they like to talk to you and are glad to help you, but on the other hand they don't even say any "hi's" to you when you cross by them. Their friendships can easily break up and later on be friends again. Sometimes they act like sisters but sometimes they act like enemies. It makes me feel a little bit uncomfortable and I discovered I have to be very careful when I make friends with them. I have to know them very well or I can't get along with them in the best situations. I am pleased that I am a foreign student so the girls are very kind to me and very helpful to me. I like to make friends with all the good people over the world!

Source: This case study was provided by Judy Hudson, Foreign Student Advisor at the Dana Hall School, Wellesley Mass.

Case Study #2 - Girl-Boy Friendships

"Fred" (a nickname) lives in Cottage II. He is a new student and after two weeks here at NMH, he is really confused over the way girls act here in the United States. So many things are different from his country and yet he doesn't want to tell anyone about his questions because he is afraid people will laugh at him.

The first day he was here he met a lot of his teachers-and most of them were women! Back home, all his teachers were always men. They acted so friendly - not like the strict teachers he had at home and yet one got really angry when the students kept talking and fooling around after she asked them to be quiet.

Then he went to the first dance of the year. He wanted to just watch, to see how the other kids danced, but a girl came up and asked him. He felt really strange and when she laughed, he thought she was laughing at him. One of his friends went up and asked another girl to dance and she said no! Then when he was going to leave three girls came up and started talking to him, asking about his country and acting real friendly. One girl in particular acted really interested and said she'd like to visit his country someday. The next day, he saw her on the bus. He said hello and she smiled but then walked by him and sat next to another American boy. The next day he saw her sitting with another boy. He was so confused. He really wished he understood what American girls were like and how to get to know them.

Case Study #3 - First Impressions of Dormitory Life

Jasem Rivera moved into Overtoun, a large dorm on the Mt. Hermon campus of NMH. The dorm head and student leaders were there to meet and greet him, along with the other new students, and helped carry his suitcases to his room. They introduced themselves but he already couldn't remember their names. When he walked in Room 302, his American roommate, Jim Rivers, wasn't there but he obviously had arrived. Boxes and clothes covered both beds and much of the floor and loud music blared from a stereo. The student leader left and Jasem was alone to get settled. A few minutes later, Jim came in, waved hi, picked up a few boxes on one bed, pointed to it and then left with a few other boys who were waiting in the hall.

Jasem sat down, alone, confused and feeling very unhappy. A few other boys walked down the hall, looked in and said hi and then walked on. The music was giving Jasem a headache. It was strange - everyone seemed friendly, but in his country, people would've stayed with him, helped him unpack, introduced him to their friends and taken him to dinner. He suddenly felt very strange and foreign. After hoping and waiting so long to come to the United States all he wanted to do was go home.

Soon he began to hope that there were other people who were from his country or at least spoke his own language - people whom he could talk to, ask questions of - people who could explain these friendly/unfriendly Americans to him.

Case Study #4 - Becoming Socially Aware

Marie Kakiko has been at NMH now for 3 months. She lives in Merrill-Keep, a small dorm on the Northfield campus. She has a very nice roommate and is happy in her dorm.

There are a few girls on her hall, Kathy, Patty and Lisa, who from the beginning of the year seem to be always getting into trouble. They play records during Study Hall, forget to sign out for the library, and even smoke cigarettes in their room. Often no one catches them and so far they've only been told to stay in the dorm one weekend on restriction. When they are suspected, the other girls seem to want to protect them. They have many friends.

A few weeks ago, Marie began to smoke cigarettes because all her new friends did and the smoker or "butt room" was a popular place to gather to talk. She thought it would be a good place to practice her English. She knows that her parents would be mad if they knew. She doesn't even like the taste of cigarettes or the smell, but she feels more accepted.

This morning, while walking to breakfast, one of her friends asked her if she'd ever smoked "pot" or marajuana in her country. Marie said no. The friend said that Kathy had gotten some and that tonight they were going to get together and smoke a few joints. She wanted to know if Marie would like to try it. She said it would be safe because the student leader was on a weekend, most of the girls would be at a big dance at Mt. Hermon and the dorm parent was attending a conference in Boston. She said everyone protects each other and no one would ever find out.

Marie is a little worried. She'd like to get away and think this through but she knows she has to make a decision tonight.

Case Study #5 - The Price of Learning English

Peter has been at school for a month. He lives in Wilson on the Northfield campus. There are 12 other students from his country at NMH and 10 others who speak the same language. Most of these students spend their free time together - playing pool, visiting in each other's rooms, studying and talking together at the library, going to Greenfield on weekends.

Peter has a pretty good roommate from Chicago plus there are several people in his dorm who play soccer on the Varsity squad with him. The guy across the hall is a "computer jock" and when he found out that Peter liked math, he took him to Palmer and showed him how to use the computer to play some games. Peter hopes to sign up for a computer course next term.

Peter wants to succeed at NMH but after looking at his books, he knows that it will be difficult to do all the reading and writing. So in order to improve his English as much as possible and as quickly as he can, he's made a hard decision to not speak his language. He will talk to anyone from his country - but only in English. If someone asks him a question in his language, he answers in English. Some of his friends don't like him to do this. They think he is odd, unfriendly and strange not to spend all of his free time with them. They also don't have as many American friends as he does. They seem to be angry that he seems to like Americans so much.

Source: Case Studies 2-5 were provided by Marilyn Barrett, International Programs Office, Northfield Mount Hermon School, East Northfield, Mass..

APPENDIX V A: ADMISSIONS RECOMMENDATIONS RELATIVE TO TOEFL SCORES

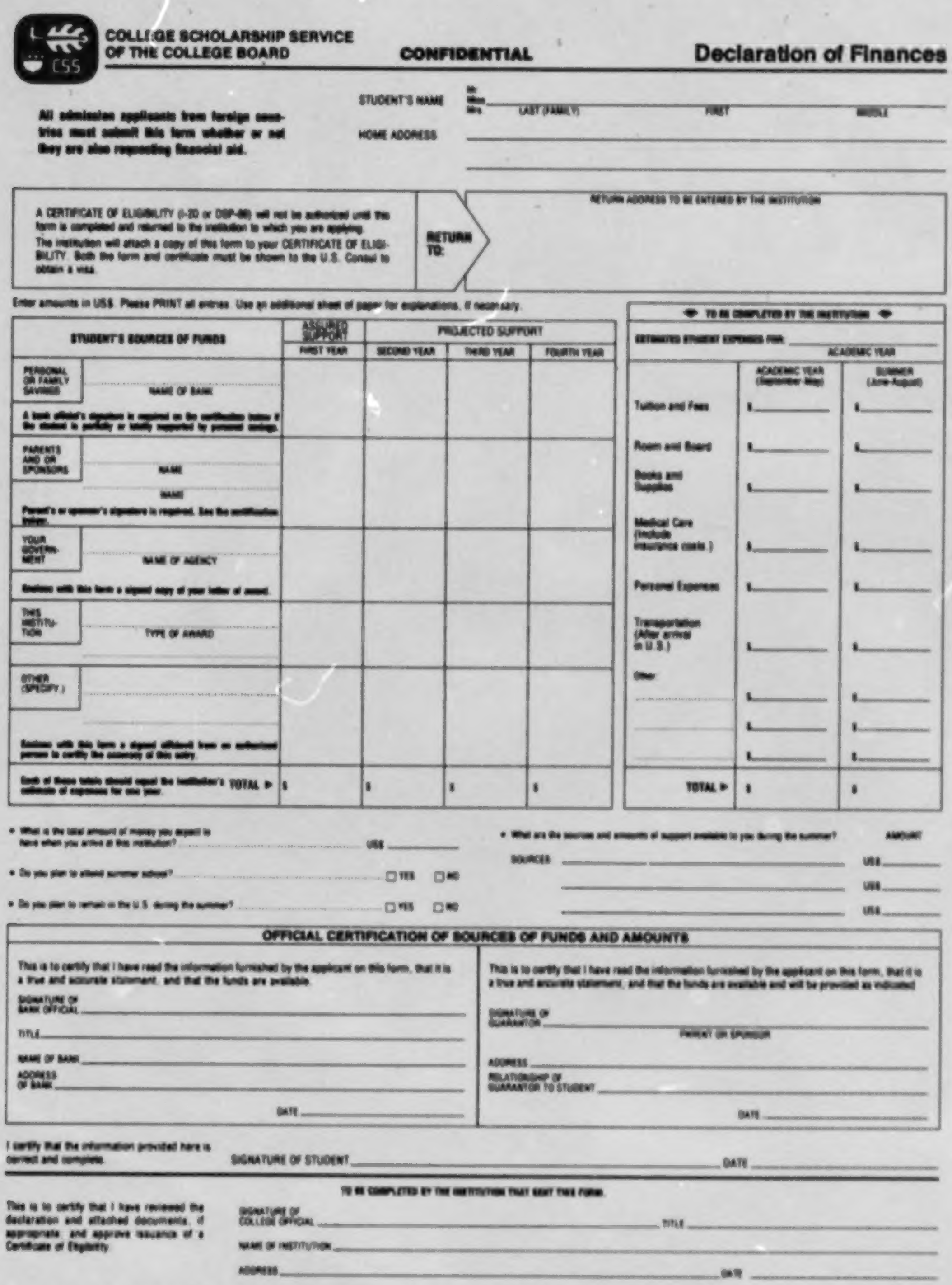
The 1977 survey yielded additional specific information relating to use of TOEFL scores in admissions decisions. The recommended admissions policies below are based on the assumption that individual applicants meet the academic requirements of the programs for which they are applying.

Score Range	Recommended Policy
550 and above:	Admit with no restrictions at both graduate and undergraduate levels. Exceptions: 1. Applicants with significantly lower scores in one test section may require supplementary work in English to develop their skills in this area. 2. Graduate students in fields such as journalism, which require near-native proficiency in English, should have total scores of at least 600 for unrestricted programs of study in these subjects.
500-549	Admit with no restrictions graduate students in highly technical fields, such as mathematics, chemistry, physics, and engineering. Other students may be admitted but with initial limitation on academic load and with supplementary instruction in English for at least the first term.
450-499	Admit if strong in all aspects of application other than English proficiency. Individual cases should be reviewed, with consideration given to field of study and TOEFL section scores. Applicants scoring in this range generally require a significant amount of English instruction (perhaps half time) with a corresponding reduction in normal course load.*
Below 450	Readiness to begin studies doubtful. Applicants scoring in this range generally require a full-time program in English before embarking on even a limited academic program.

*To comply with Immigration and Naturalization Service requirements, which call for full programs of study, an institution that does not offer courses in English as a second language should consider advising applicants in this range to attend an English language institute on a full-time basis until such time as they can begin a full program of study at the institution in question.

Source: Educational Testing Service, TOEFL Test and Score Manual (1978), pg 12.

APPENDIX V B: DECLARATION OF FINANCES



COLLEGE SCHOLARSHIP SERVICE
OF THE COLLEGE BOARD

CONFIDENTIAL

Declaration of Finances

All admission applicants from foreign countries must submit this form whether or not they are also requesting financial aid.

STUDENT'S NAME Mr. Miss Mrs. ______ LAST (FAMILY) FIRST MIDDLE

HOME ADDRESS ______

A CERTIFICATE OF ELIGIBILITY (I-20 or DSP-66) will not be authorized until the form is completed and returned to the institution to which you are applying.
The institution will attach a copy of this form to your CERTIFICATE OF ELIGIBILITY. Both the form and certificate must be shown to the U.S. Consul to obtain a visa.

RETURN TO:

RETURN ADDRESS TO BE ENTERED BY THE INSTITUTION

Enter amounts in US$. Please PRINT all entries. Use an additional sheet of paper for explanations, if necessary.

STUDENT'S SOURCES OF FUNDS	ASSURED SUPPORT	PROJECTED SUPPORT		
	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
PERSONAL OR FAMILY SAVINGS ______ NAME OF BANK A bank official's signature is required on the certification below if the student is partially or totally supported by personal savings.				
PARENTS AND OR SPONSORS ______ NAME ______ NAME Parent's or sponsor's signature is required. See the certification below.				
YOUR GOVERNMENT ______ NAME OF AGENCY Enclose with this form a signed copy of your letter of award.				
THIS INSTITUTION ______ TYPE OF AWARD				
OTHER (SPECIFY.) ______ Enclose with this form a signed affidavit from an authorized person to certify the accuracy of this entry.				
Each of these totals should equal the institution's estimate of expenses for one year. TOTAL ▶	$	$	$	$

◆ TO BE COMPLETED BY THE INSTITUTION ◆

ESTIMATED STUDENT EXPENSES FOR ______ ACADEMIC YEAR

	ACADEMIC YEAR (September-May)	SUMMER (June-August)
Tuition and Fees	$______	$______
Room and Board	$______	$______
Books and Supplies	$______	$______
Medical Care (Include insurance costs.)	$______	$______
Personal Expenses	$______	$______
Transportation (After arrival in U.S.)	$______	$______
Other ______	$______	$______
______	$______	$______
______	$______	$______
TOTAL ▶	$	$

- What is the total amount of money you expect to have when you arrive at this institution? ...... US$ ______
- Do you plan to attend summer school? ...... ☐ YES ☐ NO
- Do you plan to remain in the U.S. during the summer? ...... ☐ YES ☐ NO

- What are the sources and amounts of support available to you during the summer? AMOUNT

SOURCES ______ US$ ______
______ US$ ______
______ US$ ______

OFFICIAL CERTIFICATION OF SOURCES OF FUNDS AND AMOUNTS

This is to certify that I have read the information furnished by the applicant on this form, that it is a true and accurate statement, and that the funds are available.

SIGNATURE OF BANK OFFICIAL ______
TITLE ______
NAME OF BANK ______
ADDRESS OF BANK ______
DATE ______

This is to certify that I have read the information furnished by the applicant on this form, that it is a true and accurate statement, and that the funds are available and will be provided as indicated.

SIGNATURE OF GUARANTOR ______ PARENT OR SPONSOR
ADDRESS ______
RELATIONSHIP OF GUARANTOR TO STUDENT ______
DATE ______

I certify that the information provided here is correct and complete. SIGNATURE OF STUDENT ______ DATE ______

TO BE COMPLETED BY THE INSTITUTION THAT SENT THIS FORM.

This is to certify that I have reviewed the declaration and attached documents, if appropriate, and approve issuance of a Certificate of Eligibility.

SIGNATURE OF COLLEGE OFFICIAL ______ TITLE ______
NAME OF INSTITUTION ______
ADDRESS ______ DATE ______

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COLLEGE SCHOLARSHIP SERVICE
OF THE COLLEGE BOARD

CONFIDENTIAL

Financial Aid Application

If you wish to be considered for financial aid, complete and return this form to the institution whose address appears on the reverse side.

Please PRINT all entries. Enter amounts in US$.

Use an additional sheet of paper for explanations, if necessary.

STUDENT'S INFORMATION

1. STUDENT'S NAME Mr / Mrs / Miss ______ LAST (FAMILY) FIRST MIDDLE

2. PERMANENT ADDRESS ______

3. MAILING ADDRESS (if different) ______

Student will reside at this address until ______ (Give date.)

4. DATE OF BIRTH

MONTH	DAY	YEAR

5. PLACE OF BIRTH

6. CITIZENSHIP

7. EXPECTED VISA STATUS
- ☐ Student (F-1)
- ☐ Exchange visitor (J-1)
- ☐ Immigrant
- ☐ Diplomatic or official
- ☐ Other (Specify.)

GENERAL INFORMATION

8. List agencies/foundations/government to which you are or will be applying for financial aid

AGENCY/FOUNDATION/GOVERNMENT	WHEN ARE YOU APPLYING?

9. List other universities to which you are applying

10. When do you expect to enroll? MONTH ______ YEAR ______

11. Circle the degree for which you will work AA BA MA PhD

12. What is the present exchange rate of your country's currency to the US$ (for example, 20.5 pesos = $1)? ______ = $1

13. Does your government currently impose restrictions on exchange and release of funds for study in the U.S.? ☐ YES ☐ NO
If YES, describe restrictions.
______

14. Do you have a source for emergency funds once you arrive in the U.S.? ☐ YES ☐ NO
If YES, name source. ______ Amount available in US$ ______

15. How will you pay for your transportation to the U.S.? ______

PARENTS' INFORMATION

16. FATHER, STEPFATHER, OR MALE GUARDIAN

NAME ______ AGE

OCCUPATION ______

EMPLOYER ______

17. MOTHER, STEPMOTHER, OR FEMALE GUARDIAN

NAME ______ AGE

OCCUPATION ______

EMPLOYER ______

18. PARENTS' CURRENT MARITAL STATUS (CHECK ONLY ONE BOX.)

☐ Married ☐ Mother living, father deceased ☐ Other (Explain.)
☐ Separated/Divorced ☐ Father living, mother deceased ______

FINANCIAL INFORMATION

19. Enter family's total yearly income in US$

SOURCE OF INCOME	ACTUAL LAST YEAR	ESTIMATED THIS YEAR	ESTIMATED NEXT YEAR
a. Father	US$	US$	US$
b. Mother	US$	US$	US$
c. Other (Explain below.)	US$	US$	US$
Explain TOTAL ▶	US$	US$	US$

20. The primary source of family income is from a family-owned ☐ Business ☐ Farm ☐ Neither
If "neither", specify source ______

21. Does the family employ additional help? ☐ YES ☐ NO

22. What documentation can be provided by you or your family, if requested, to verify the financial information on this form? **(Check all that apply.)**
- ☐ Tax forms
- ☐ Statement from employer
- ☐ Other (Specify.) ______

FINANCIAL INFORMATION (continued)

DEPENDENTS (OF FAMILY)

23. How many persons, including the student applicant, are dependent upon the family income? ______

24. How many are dependent upon family funds for their education? ______

25. For each dependent, complete the following

RELATIONSHIP	AGE	RELATIONSHIP	AGE

26. Which dependents, including the student applicant, are in a school or university?

NAME	NAME & LOCATION OF SCHOOL/UNIVERSITY	ANNUAL COST TO ATTEND	FAMILY CONTRIBUTION	INSTITUTIONAL Grant/Loan/Work
		US$	US$	US$
		US$	US$	US$
		US$	US$	US$

DEPENDENTS (OF APPLICANT)

27. How many persons are dependent on you? ______

28. For each of your dependents, complete the following

NAME	RELATIONSHIP	AGE	WILL DEPENDENT COME TO THE U.S. WITH YOU?	JOIN YOU LATER?	STAY HOME?

29. How will you support dependents
a. If they join you in the U.S.? ______
b. If they remain at home? ______

30. If you expect to send money home, how much will you send per year? US$ ______

31. From what sources will you obtain this amount? ______

ASSETS

32. Does the family own its home? **(If YES, complete below.)** ☐ YES ☐ NO

YEAR PURCHASED		
______	a. Present sale value	US$
	b. Amount paid toward purchase to date	US$
	c. Purchase price	US$

33. Enter present value of other family assets

a. Land and buildings (other than home)	US$
b. Savings	US$
c. Investments (such as stocks and bonds)	US$
d. Debts owed to the family (Explain below.)	US$
e. Other (Explain below.)	US$
Explain TOTAL ▶	US$

34. Does the student or family have assets in another country? ☐ YES ☐ NO
a. If yes, enter value US$ ______
b. Country where assets are held ______

FINANCIAL INFORMATION (continued)

35. Does the family receive income from the assets listed in item 34? ☐ YES ☐ NO

a. If YES, is the income available to the student in the U.S.? ☐ YES ☐ NO

36. List sources of assets entered in item 34.

37. Does the family own automobiles? ☐ YES ☐ NO

If YES, complete below:

Make (VW, Fiat, Ford, etc.) ____

Year of manufacture ____

EXPENSES

38. Enter average amount spent annually by the family for:

a. Food	US$
b. Clothing	US$
c. Housing (rent or mortgage payments)	US$
d. Taxes	US$
e. Other (Explain below.)	US$
Explain: TOTAL ▶	US$

39. What is the family's total indebtedness? US$ ____

40. List purposes for which debts were incurred.

INSTITUTIONAL COSTS

41. Itemize anticipated educational budget for one 12-month period of study and residence in the U.S. (Do not complete "Summer" column if you do not plan to stay in the U.S. during the summer.)

BUDGET	ACADEMIC YEAR (September-May)	SUMMER (June-August)	TOTAL (12 months)
a. Tuition and Fees	US$	US$	US$
b. Room and Board	US$	US$	US$
c. Books and Supplies	US$	US$	US$
d. Medical Care (include insurance costs.)	US$	US$	US$
e. Personal Expenses	US$	US$	US$
f. Transportation (after arrival in U.S.)	US$	US$	US$
g. Other (Explain.)	US$	US$	US$
Explain: TOTAL ▶	US$	US$	US$

STUDENT'S AVAILABLE RESOURCES

42. Enter amount of annual support toward educational costs for one 12-month period of study and residence in the U.S. from the following:

SOURCE	ACADEMIC YEAR (September-May)	SUMMER (June-August)	TOTAL (12 months)
a. Student's assets	US$	US$	US$
b. Family income	US$	US$	US$
c. Family assets	US$	US$	US$
d. Relatives and friends	US$	US$	US$
e. Agencies/Foundations/Government	US$	US$	US$
f. Other (Explain.)	US$	US$	US$
Explain: TOTAL ▶	US$	US$	US$

TRANSFER APPLICANTS: Complete items 43 and 44.

TRANSFER APPLICANTS

Complete this section ONLY if applying for transfer from another institution of higher education in the U.S.

43. Enter requested information.

NAME OF INSTITUTION	CITY AND STATE	DATES OF ATTENDANCE

44. Enter amount of support from each source listed below that has enabled you to pay costs at the above institution.

SOURCE		AMOUNT FIRST YEAR	AMOUNT SECOND YEAR	AMOUNT THIRD YEAR
a. Family income and assets		US$	US$	US$
b. Student's assets		US$	US$	US$
c. Aid from institution	• Grant	US$	US$	US$
	• Loan	US$	US$	US$
	• Work	US$	US$	US$
d. Other employment (Explain.)		US$	US$	US$
e. Relatives and friends		US$	US$	US$
f. Agencies/Foundations/Government		US$	US$	US$
g. Other (Explain.)		US$	US$	US$
Explain	TOTAL ▶	US$	US$	US$

COMMENTS

45. Use this space to mention special circumstances that you think the institution should consider in judging the amount of money, if any, the student will need.

RETURN TO:

RETURN ADDRESS TO BE ENTERED BY THE INSTITUTION

CERTIFICATION

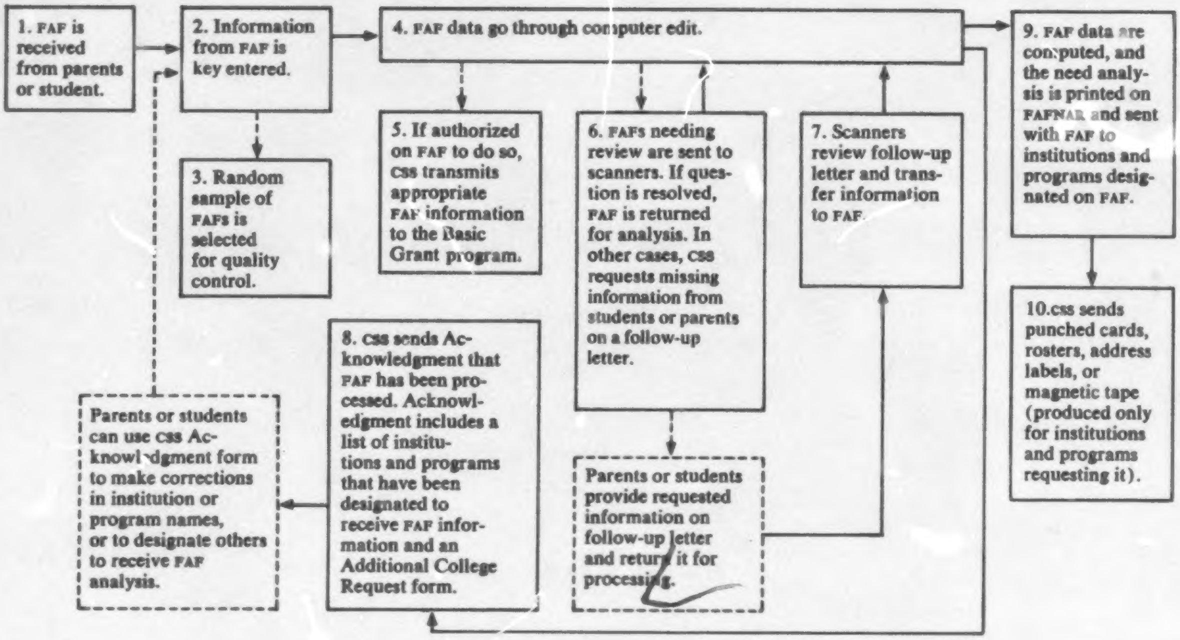
We declare that the information on this form is true, correct, and complete. The institution has our permission to verify the information reported by obtaining documentation as specified in item 22.

SIGNATURE OF FATHER, STEPFATHER, OR MALE GUARDIAN ____ DATE ____

SIGNATURE OF MOTHER, STEPMOTHER, OR FEMALE GUARDIAN ____ DATE ____

SIGNATURE OF STUDENT ____ DATE ____

Procedures for processing the FAF



1. FAF is received from parents or student.

2. Information from FAF is key entered.

3. Random sample of FAFs is selected for quality control.

4. FAF data go through computer edit.

5. If authorized on FAF to do so, CSS transmits appropriate FAF information to the Basic Grant program.

6. FAFs needing review are sent to scanners. If question is resolved, FAF is returned for analysis. In other cases, CSS requests missing information from students or parents on a follow-up letter.

7. Scanners review follow-up letter and transfer information to FAF.

8. CSS sends Acknowledgment that FAF has been processed. Acknowledgment includes a list of institutions and programs that have been designated to receive FAF information and an Additional College Request form.

9. FAF data are computed, and the need analysis is printed on FAFNAR and sent with FAF to institutions and programs designated on FAF.

10. CSS sends punched cards, rosters, address labels, or magnetic tape (produced only for institutions and programs requesting it).

Parents or students can use CSS Acknowledgment form to make corrections in institution or program names, or to designate others to receive FAF analysis.

Parents or students provide requested information on follow-up letter and return it for processing.

APPENDIX VI A: NONIMMIGRANT VISA CLASSIFICATION

A1	Government Official
A2	Dependent of Government Official
B1	Temporary Visitor on Business
B2	Visitor -- Tourist
C	Person transiting U.S.
D	Crewman (ship or plane)
E1	Treaty-trader -- Representative of country of his nationality
E2	Treaty-investor
F1	Student
F2	Dependent of student
G	Representative to an international organization (U.N.)
H1	Person of exceptional ability (actor, physicist, etc.)
H2	Person whose skills are in short supply in U.S. (Temporary worker)
H3	Trainees
I	Information media (Newspaper correspondent)
J	Exchange-Visitor
J2	Exchange-Visitor's dependent
K	Fiance of U.S. citizen
L1, L2	Intra-company transfer

Source: Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars, Washington, D.C., NAFSA, 1975.

APPENDIX VI B: LIST OF IMMIGRATION FORMS

AR-4	Alien Registration Fingerprint Chart
AR-11	Alien's Change of Address Card
DSP-37	Exchange Visitor Program Application
DSP-66	Certificate of Eligibility for Exchange Visitor Status
DSP-87	Update of Information on Exchange Visitor Program Sponsor
ER-540	Addendum to Application Form I-538
FS-257	Application for Nonimmigrant Visa and Alien Registration (State Dept. For. Service Form)
FS-398	Medical Examination of Visa Applicant
FS-510	Application for Immigrant Visa and Alien Registration
G-325	Biographic Information
I-17	Petition for Approval of School for Attendance by Nonimmigrant Alien Students
I-20	Certificate of Eligibility (for nonimmigrant F-1 Student status)
I-53	Alien Address Report
I-90	Application by Lawful Permanent Resident Alien for Alien Registration Receipt Card, Form I-151
I-94	Arrival-Departure Record
I-102	Application by Nonimmigrant Alien for Replacement of Arrival Document
I-126	Report of Status by Treaty Trader or Investor
I-129B	Petition to Classify Nonimmigrant as Temporary Worker or Trainee or as Intracompany Transferee
I-129F	Petition to Classify Status of Alien Fiance for Issuance of Nonimmigrant Visa
I-130	Petition to Classify Status of Alien Relative for Issuance of Immigrant Visa
I-131	Application for Issuance or Extension of Permit to Re-enter the U.S.
I-134	Affidavit of Support
I-140	Petition to Classify Preference Status of Alien on Basis of Profession or Occupation
I-151	Alien Registration Receipt Card
I-171C	Notice of Approval of Nonimmigrant Visa Petition or of Extension of Stay of H or L Alien
I-175	Application for Nonresident Alien Canadian Border Crossing Card
I-181	Memorandum of Creation of Record of Lawful Permanent Residence
I-185	Nonresident Alien Canadian Border Crossing Card
I-186	Nonresident Alien Mexican Border Crossing Card
I-190	Application for Nonresident Alien Mexican Border Crossing Card
I-193	Application for Waiver of Passport and for Visa
I-196	Application for U.S. Citizen Identification Card
I-197	U.S. Citizen Identification Card

I-212	Application for Permission to Re-apply for Admission into the U.S. after Deportation or Removal
I-221	Order to Show Cause and Notice of Hearing
I-221	Order to Show Cause, Notice of Hearing, and Warrant for Arrest of Alien
I-246	Application for Stay of Deportation
I-256A	Application for Suspension of Deportation
I-259	Notice to Detain, Deport, Remove or Present Aliens
I-290A	Notice of Appeal to the Board of Immigration Appeals
I-290B	Notice of Appeal to Regional Commissioner
I-290C	Notice of Certification
I-305	Receipt of Immigration Officer...U.S. Bonds or Notes, or Cash, Accepted as Security on Immigration Bond
I-352	Immigration Bond
I-485	Application for Status as Permanent Resident
I-486A	Medical Examination and Immigration Interview
I-506	Application for Change of Nonimmigrant Status
I-512	Authorization for Parole or Conditional Entry of an Alien into the U.S.
I-515	Notice to Student or Exchange Visitor (of 30 day limited admission to the U.S.)
I-538	Application by Nonimmigrant Student (F-1) for Extension of Stay, School Transfer or Permission to Accept or Continue Employment
I-539	Application to Extend Time of Temporary Stay
I-550	Application for Verification of Lawful Permanent Residence of an Alien
I-570	Application for Issuance or Extension of Refugee Travel Document
I-571	Refugee Travel Document
I-590	Registration for Classification as Conditional Entrant
I-590A	Application for Classifications as a Refugee under the Proviso to Section 203 (a)(7), INA
I-591	Assurance by a U.S. Sponsor in Behalf of an Applicant for Conditional Entry
I-592	Declaration of Conditional Entrant at Time of Arrival
I-612	Application for Waiver of the Foreign Residence Requirement of Section 212(e) of the INA, as amended
MA7-50A	Application for Alien Employment Certification (Part I: Statement of Qualifications of Alien)
MA7-50B	Application for Alien Employment Certification (Part II: Job Offer for Alien Employment)
N-300	Application to File Declaration of Intention
N-315	Declaration of Intention
N-400	Application to File Petition for Naturalization
N-405	Petition for Naturalization (under general provisions of INA)
N-451	Affidavits of Witnesses (to petition for naturalization)
N-550	Certificate of Naturalization
N-600	Application for Certificate of Citizenship

Source: Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars. Washington, DC: NAFSA, 1975.

APPENDIX VI C: U.S. DEPARTMENT OF JUSTICE IMMIGRATION AND NATURALIZATION SERVICE

Any citizen may use any INS office for any matter. The regional offices oversee the operations of the district offices. Schools should consult that office which directly serves their district. All INS forms can be obtained at these offices free of charge.

Questions pertaining to student difficulties in obtaining visas to enter the U.S. should be directed to:

Visa Service
State Department Annex II
515 22nd St., NW
Rm. #611
Washington, DC 20520
202-632-1972 or 1975

Regional Offices
(Alphabetical by State)

Term Island, San Pedro, California 90731
213-548-2371

Federal Building, Fort Snelling, Saint Paul, Minnesota 55111
612-725-4481

1201 Elm Street, Room 2300, Dallas, Texas 75270
214-749-7567

Federal Building, Burlington, Vermont 05401
802-862-6501

District Offices
(Alphabetical by State)

632 West Sixth Avenue, Anchorage, Alaska 99501
907-265-4387

230 North First Avenue, Phoenix, Arizona 85025
602-261-3122

300 North Los Angeles Street, Los Angeles, California 90012
213-688-2780

630 Sansome Street, San Francisco, California 94111
415-556-2070

Federal Office Building, Denver, Colorado 80202
303-837-3526

135 High Street, Hartford, Connecticut 06101
203-244-2659

Federal Building, Miami, Florida 33130
305-350-5711

1430 West Peachtree Street, NW, Atlanta, Georgia 30309
404-526-5425

595 Ala Moana Boulevard, Honolulu, Hawaii 96809
808-546-8979

Dirksen Federal Office Building, Chicago, Illinois 60604
312-353-7300

New Federal Building, New Orleans, Louisiana 70113
504-589-6533

156 Federal Street, Portland, Maine 04112
207-775-5641

Federal Building, Baltimore, Maryland 21201
301-962-2010

John F. Kennedy Building, Boston, Massachusetts 02203
617-223-2343

Federal Building, Detroit, Michigan 48207
313-226-3240

New Post Office Building, Saint Paul, Minnesota 55101
612-725-7108

U.S. Courthouse, Kansas City, Missouri 64106
816-374-3421

Federal Building, Helena, Montana 59601
406-449-5288

New Federal Building, Omaha, Nebraska 68102
402-221-4651

970 Broad Street, Newark, New Jersey 07102
201-645-3350

68 Court Street, Buffalo, New York 14202
716-842-3595

20 West Broadway, New York, New York 10007
212-264-5867

Celebrezze Federal Building, Cleveland, Ohio 44199
216-522-4770

U.S. Courthouse, Portland, Oregon 97205
503-221-2271

601 Market Street, Philadelphia, Pennsylvania 19106
215-597-3311

U.S. Courthouse, El Paso, Texas 79984
915-543-7600

Federal Building and U.S. Courthouse, Houston, Texas 77061
713-226-4251

U.S. Federal Building, San Antonio, Texas 78206
512-229-6350

Federal Building, Saint Albans, Vermont 05478
802-524-6742

1025 Vermont Avenue, NW, Washington, DC 20538
202-393-3111

815 Airport Way South, Seattle, Washington 981334
206-442-5956

APPENDIX VI D: FOREIGN STUDENT REGISTRATION FORM

NAME: ______________________________ GRADE ____________
(Underline family name)

COUNTRY OF BIRTH __________________ DATE OF BIRTH __________

COUNTRY OF CITIZENSHIP __________________________________

PASSPORT NUMBER ____________ DATE TO WHICH VALID __________

VISA NUMBER _______________ DATE VISA ISSUED _____________

VISA CLASSIFICATION___VALID UNTIL___FOR___APPLICATIONS FOR ENTRY

I-94 PERMIT NUMBER (white slip in passport) ________________

I-94 DATE TO WHICH VALID ____________

PERSON IN THE U.S. WHO GIVES YOU PERMISSIONS: NAME __________

ADDRESS: ____

RELATIVES IN THE U.S. - NAME: ___________________________

ADDRESS: ____

NAME: ____________________ ADDRESS: ____________________

DATE: ____________________ DATE OF GRADUATION ____________

The foreign student registration form is used for the following reasons:

- to help the student understand her immigration classification.
- to help the student realize that each form (visa, I-94, passport) has its own expiration date that she is responsible for knowing.
- to have important information such as the I-94 permit number, the I-94 expiration date, and the passport number on file in case the student's documents are lost.
- to alert the appropriate school official to problems with immigration that the student may not have taken seriously, may have forgotten about, or may not have understood.

Source: This form was provided by Judy Hudson, Foreign Student Advisor at The Dana Hall School, Wellesley, Mass.

APPENDIX VI E: DEPARTURE DATA FOR FOREIGN STUDENTS

Name:______________________ Date ______________________

Circle: PG 12 11 10 9

Country of Citizenship______________ Date enterec Dana__________

Permanent Address__________________________________

____

Name and Address of the person in the U.S. who is most likely to know you future whereabouts:_____________________________

____

Reason for leaving Dana Hall

_____ Graduation

_____ Transfer to __________

_____ Other

Date of Departure from Dana Hall__________From the U.S.__________

Port of Exit______________

Name of airline, ship or other transportation________________

Future Plans:

______Return home. If you will be going to college, please give the name and address of the institution you will be attending.

____

Would you be willing to interview a prospective Dana student after you re turn home? _____Yes _____No

______Attend summer school in the U.S.

Name of summer school______________________________

______Attend college in the U.S. Please give name and address of the institution you will be attending ____________________

____

Are you hoping to transfer in a year or two: if so, where?

____

Would you like to receive mailings from the Alumnae Office: _____Yes _____No

High School attended before Dana Hall ______________________

Source: This form was provided by Judy Hudson, Foreign Student Advisor a the Dana Hall School, Wellesley, Massachusetts.

APPENDIX VII: ORGANIZATIONS, ASSOCIATIONS, AND SERVICES

ACTION
806 Connecticut Avenue, NW
Washington D.C.
Tel: (202) 655-4000

Publishes a periodic newsletter entitled the *Hotline*, which announces employment opportunities to former volunteers. Can be a good source of inquiries from prospective faculty members with international experiences.

***

AFRICAN-AMERICAN INSTITUTE (AAI)
883 United Nations Plaza
New York, NY 10017
Tel: (212) 949-5666

Answers questions concerning credentials, interviews students in home country, maintains catalogue library.

***

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS
One Dupont Circle, N.W. - Suite 330
Washington, DC 20036
Tel: (202) 293-9161

A membership organization which provides a number of services, and publishes the *World Education Series* and other useful guides to evaluating foreign academic credentials.

***

AMERICAN COUNCIL ON EDUCATION (ACE)
One Dupont Circle
Washington, DC 20036
Tel: (319) 337-1000

***

AMERICAN COLLEGE TESTING PROGRAM (ACT)
P.O. Box 414
Iowa City, Iowa 52243
Tel: (319) 337-1000

Publishes and administers a standardized admissions test for students applying to colleges and universities located in various parts of the United States.

AMERICAN FIELD SERVICE (AFS)
Stephen Rhinesmith, Director
313 East 43rd Street
New York, NY 10017
Tel: (212) 689-1780

Offers scholarships and conducts student exchange programs between the United States and fifty-three other nations, primarily for secondary students.

***

AMERICAN SECONDARY SCHOOLS FOR INTERNATIONAL STUDENTS & TEACHERS, INC. (ASSIST)
Paul G. Sanderson, Jr.
Stonecrest Farm
Wilder, VT 05088
Tel: (802) 295-6667

Sponsors educational and cultural exchanges for secondary students and teachers. Designed specifically to serve independent schools in the United States.

***

AMERICA-MIDEAST EDUCATIONAL & TRAINING SERVICE (AMIDEAST)
1717 Massachusetts Avenue, N.W. - Suite 100
Washington, DC 20036
Tel: (202) 797-7900

Provides bibliographies, film lists, foreign evaluation guidelines, and other publications and services pertaining to the Middle East.

***

AMITY AIDE PROGRAM
Box 118
Delmar, CA 92014
Tel: (714) 755-3582

Sponsors a program which brings teachers from foreign countries (primarily Latin America) to U.S. educational institutions.

***

ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION (AAIE)
Executive Director
31 Nob View Circle
Little Rock, AK 72205
Tel: (501) 225-4933

The AAIE annual conference attracts most overseas heads. Admissions officers may attend and become acquainted with school representatives.

THE COMMITTEE ON BOARDING SCHOOLS
18 Tremont Street
Boston, MA 02108
Tel: (617) 723-6900

Sponsored jointly by the National Association of Independent Schools and the Secondary School Admission Test Board, the Committee on Boarding Schools is primarily concerned with promoting the value of U.S. independent boarding school education through various domestic and international activities, including workshops, reports to its membership, and publications such as Boarding Schools, which is circulated worldwide.

***

CENTER FOR APPLIED LINGUISTICS (CAL)
3520 Prospect Street, NW
Washington, DC 20007
Tel: (202) 298-9292

Publishes bibliographies and other materials of interest to professionals in the field of language learning, including English as a foreign language.

***

COLLEGE ENTRANCE EXAMINATION BOARD (CEEB)
Executive Office
888 Seventh Avenue
New York, NY 10019
Tel: (212) 582-6210

International Education Office
1717 Massachusetts Avenue, NW
Washington, DC 20036
Tel: (202) 332-1480

Publications Office
Box 2815
Princeton, NJ 08542
Tel: (212) 661-0310

Publishes a number of informative pamphlets for foreign students wishing to attend colleges and universities in the United States. Also sponsors a nationwide college admissions testing program and the College Scholarship Service, and offers a number of other services of interest to schools.

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE)
777 United Nations Plaza
New York, NY 10017
Tel: (212) 661-0310

Arranges group air travel; provides information on work, study, and travel opportunities abroad; and publishes or co-publishes a variety of materials and books including The Whole World Handbook.

***

ENGLISH-SPEAKING UNION (ESU)
16 East 69th Street
New York, NY 10021
Tel: (212) 879-6800

Sponsors an exchange program primarily for seniors between schools in the United States and Great Britain.

***

EXPERIMENT IN INTERNATIONAL LIVING (EIL)
Brattleboro, VT 05301
Tel: (802) 257-7751

Offers orientation, foreign language, and homestay programs in the United States and many foreign countries.

***

EDUCATIONAL TESTING SERVICE (ETS)
P.O. Box 922
All offices: (609) 921-9000

SECONDARY LEVEL ENGLISH PROFICIENCY TEST (SLEP)
P.O. Box 2870
Princeton, NJ 28541

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)
P.O. Box 899
Princeton, NJ 28540

SCHOOL SCHOLARSHIP SERVICE (SSS)
P.O. Box 599
Princeton, NJ 28541

***

IMMIGRATION AND NATURALIZATION SERVICE (INS)
Central Office
425 Eye Street, NW
Washington, DC 20536
Tel: (202) 655-4000

Consult Appendix VI for regional and district offices having jurisdiction over specific areas and institutions.

INDEPENDENT EDUCATIONAL COUNSELORS ASSOCIATION (IECA)
Executive Office
128 Great Road
Bedford, MA 01730
Tel: (617) 275-1070

A nonprofit association of educational counselors and placement professionals who meet certain membership standards. Individual members may be helpful in placing international students or in providing information about independent schools with international educational program.

***

INSTITUTE OF INTERNATIONAL EDUCATION (IIE)
809 United Nations Plaza
New York, NY 10017
Tel: (212) 883-8200

Administers educational exchange programs, sponsors seminars, and provides other educational for governments, corporations, colleges and universities, and foundations. Also maintains a library and publishes a number of standard reference books and pamphlets.

***

INTERNATIONAL COMMUNICATIONS AGENCY (ICA)
1776 Pennsylvania Avenue, NW
Washington, DC 20547
Tell: (202) 655-4000

That office of the United States Government whose province is international educational exchange. A number of non-profit international educational programs and organizations receive federal grants through this office.

***

INTERNATIONAL STUDENT SERVICE
291 Broadway
New York, NY 10007
Tel: (212) 374-2000

Sponsors an arrival service for international visitors at JFK International Airport. Volunteers help students make their way through immigration, customs, and baggage claim.

***

INTERNATIONAL SCHOOLS SERVICES
126 Alexander Street
Princeton, NJ 08540
Tel: (609) 921-9110

Provides recruitment and a variety of support services for nearly 300 American and international elementary and secondary schools abroad.

***

NATIONAL ASSOCIATION OF COLLEGE ADMISSION COUNSELORS (NACAC)
9933 Lawler Avenue - Suite 500
Skokie, IL 60076
Tel: (312) 676-0500

A membership association for college admissions officers and secondary school college placement counselors which publishes a journal and provides guidance and information relative to college admission.

***

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS (NAFSA)
1860 19th Street N.W.
Washington, DC 20009
Tel: (202) 462-4811

Annually sponsors regional and national conferences and special workshops on topics of interest to professionals involved in most areas of international education. Also publishes and circulates a number of extremely useful booklets, guides, and bibliographies gratis to members.

***

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS (NAIS)
18 Tremont Street
Boston, MA 02108
Tel: (617) 723-6900

Through its national conferences, occasional workshops on topics of special interest, and diverse publications and services, NAIS offers its membership of approximately 800 schools guidance and support in an array of educational and business matters.

***

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP)
1904 Association Drive
Reston, VA 22090
Tel: (202) 860-0200

Provides guidelines on academic matters including transcript content; publishes books and pamphlets; and sponsors an educational exchange program for secondary schools.

***

SIETAR
Georgetown University
Washington, DC 20057
Tel: (202) 625-4932

Offers workshops and information on cross-cultural training.

***

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)
455 Nevils Building
Georgetown University
Washington, DC 20057
Tel: (202) 337-7264

A membership organization of English as a foreign language teachers and other interested professionals. TESOL publishes a journal, is a source of information related to teaching English to foreign nationals, and provides a job registry.

***

UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION (UNESCO)
345 Park Avenue South
New York, NY 10010
Tel: (212) 754-5995

***

UNITED STATES GOVERNMENT - DEPARTMENT OF STATE

Office of Overseas Schools (A/OS)
Room 234
SA-6
U.S. Department of State
Washington, DC 20520 Tel: (703) 235-9600

A source of information on over 130 elementary and secondary schools overseas that receive assistance through the U.S. Department of State.

Visa Service
Room 611
SA-2
515 22nd Street, NW
U.S. Department of State
Washington, DC 20520 Tel: (202) 632-1972/1975

Deals with questions and issues relative to foreign nationals' applications for visas to enter the United States.

Office of Commercial Affairs
Bureau of Economic and Business Affairs
U.S. Department of State
Washington, DC 20520 Tel: (202) 632-0669

Provides information on Foreign Service activities overseas, provides assistance with unusual problems, and maintains a current list of U.S. Embassy and Consulate officials abroad.

***

U.S. GOVERNMENT PRINTING OFFICE
Superintendent of Documents
Washington, DC 20401
(202) 275-2051

Source of a number of useful government publications and standard Immigration & Naturalization Service forms. Payment must accompany orders.

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APPENDIX VIII: BIBLIOGRAPHY

AIDS FOR RECRUITMENT

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